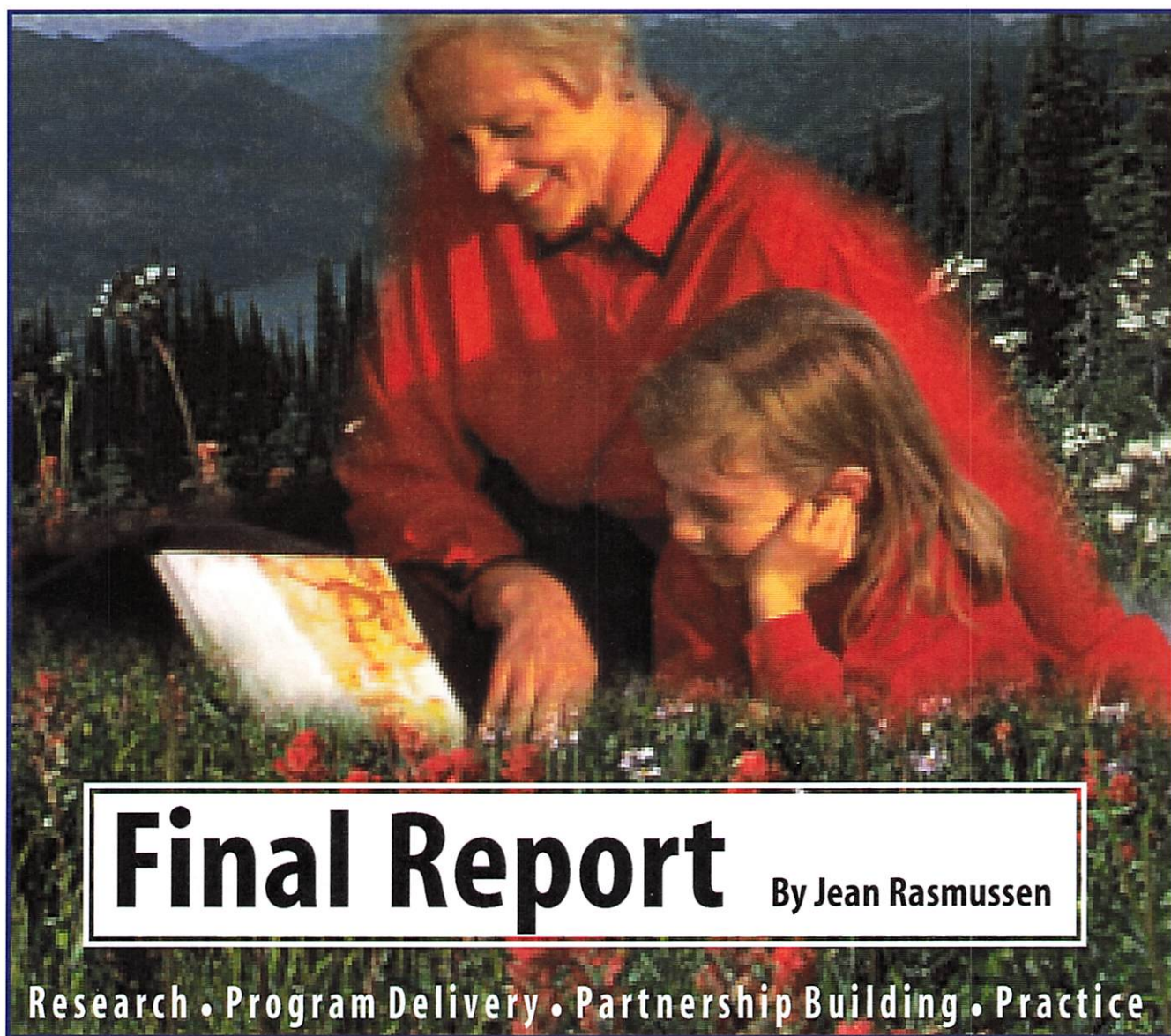




Simon Fraser University
Burnaby Campus, BC
July 12 - 16, 1999

1999 Family Literacy Summer Institute

Funded by
Human Resources Development
Canada, The National Literacy
Secretariat



Final Report

By Jean Rasmussen

Research • Program Delivery • Partnership Building • Practice

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1999 FAMILY LITERACY SUMMER INSTITUTE

FINAL REPORT

**By
Jean Rasmussen
Project Coordinator
Literacy BC**

**For
Human Resources Development Canada
The National Literacy Secretariat**

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Jean Rasmussen
Project Coordinator
1999 Family Literacy Summer Institute
Literacy BC
July 1999

A. INTRODUCTION

I. Background Information - The Need

The growth in family literacy programs across the province has been dramatic over the past two years. This Institute was designed to address the pressing need to help support the family literacy field in B.C. by providing opportunities for training and professional development to family literacy practitioners. A summer literacy institute geared specifically to family literacy would provide enhanced good practice in the field and the opportunity for family literacy practitioners to network with colleagues, share ideas and discuss critical issues related to family literacy practice.

Literacy BC's 1998 Summer Literacy Institute offered a family literacy stream, which was extremely successful and well received. Evaluations of the family literacy courses offered at the Institute, and feedback from the existing family literacy network, indicated a need for additional training and support in the following areas:

- ❖ Facilitating adult learning (theory into practice as it relates to family literacy)
- ❖ Documentation and evaluation/research skills
- ❖ Developing a model of standards and good practice for family literacy practitioners in B.C.
- ❖ Designing children's programs (early childhood education – theory into practice as it relates to family literacy).
- ❖ Strategic planning for family literacy program development and sustainability

II. Purpose of the Project

- ❖ To plan and conduct a one week Family Literacy Summer Institute for a maximum of 50 family literacy practitioners in BC that offered a series of workshops, forums and/or mini courses on topics identified by the field through a pre-institute needs assessment. There will be a minimum of three opportunities for all institute participants to come together as a group to identify and discuss current issues, develop a model of standards and good practice for family literacy in B.C. and make recommendations for future direction and activities.
- ❖ To provide opportunities for participants to continue to develop skills as trainers/facilitators through workshops and/or courses.
- ❖ To provide an opportunity for building and strengthening the provincial family literacy network in B.C.
- ❖ To explore the possibility of providing credit for family literacy training undertaken at the Institute.

Summer Literacy Institutes provide in-depth professional development and training for literacy/adult basic education (ABE) practitioners. The Institutes enhance, support and

improve literacy/ABE education in B.C. as a result. In addition, an Institute provides an opportunity to network with colleagues, share ideas, and discuss critical issues related to literacy practice. Good literacy practice is a direct benefit of these Institutes.

III. Purpose of the Report

The purpose of this report is to document the process, activities and results of the 1999 Family Literacy Summer Institute, which includes:

- ❖ Needs Assessment Strategy
- ❖ Institute Design
- ❖ Description of Workshops/Seminars/Forum
- ❖ Evaluation Results
- ❖ Recommendations for Future Institutes

This report provides an opportunity for those in the field who were unable to attend the Institute to participate in the process. It can also act as a guide to other organizations who are interested in setting up Family Literacy Institutes.

B. NEEDS ASSESSMENT – 1999 FAMILY LITERACY SUMMER INSTITUTE

I. Objectives

The objectives of the Needs Assessment were to determine the following:

- ❖ The professional development needs of family literacy practitioners in British Columbia
- ❖ To examine the results of last year's Summer Literacy Institute and incorporate the feedback where applicable into the 1999 Needs Assessment
- ❖ To determine potential instructors and workshop facilitators for the Institute
- ❖ To design a framework for the Institute based on the needs expressed in the Needs Assessment
- ❖ To determine interest in receiving credit for courses and workshops attended at the Institute
- ❖ To determine accommodation needs of potential participants

II. Needs Assessment Strategy

Three hundred Family Literacy Summer Institute Needs Assessments were mailed to family literacy programs, practitioners and coordinators, literacy/ABE practitioners, college and community based programs, school districts and organizations with an interest in family literacy in British Columbia. (1999 Family Literacy Summer Institute Needs Assessment included as Appendix 1).

III. Findings

The results of the Needs Assessment indicated that the following content areas and Institute structure were of great interest to those who responded:

Content

- ❖ Facilitating adult learning (adult education – theory into practice)
- ❖ Designing children's programs (early childhood education – theory into practice)
- ❖ Documentation and evaluation/research
- ❖ Phonological awareness
- ❖ Aboriginal Literacy and Parenting Skills (LAPS)
- ❖ Early literacy - The home/school connection
- ❖ Brain development and early childhood
- ❖ Creating a strategic plan for family literacy program sustainability (community partnership building, fundraising and public awareness)
- ❖ Developing standards/good practice for Family Literacy in BC
- ❖ Profiles/models of effective family literacy programs
- ❖ Creating a Learning Culture in the Home – A 12-hour course offered by Laubach Literacy of Canada

Structure

There was a possible 30 hours of instruction time available over the week's training. The following were some of the options presented in the Needs Assessment. People were asked to choose only two and indicate first and second choices.

- ☐ Ten - 3 hour workshops, mornings and afternoons (Monday to Friday) on various topics
- ☐ One - 12 hour course over 2 days (six hours each day), which could be offered twice (Mon/Tues and/or Wed/Thurs., workshops during remainder of the week)
- ☐ Two - 12 hour courses (6 hours each day), which could be offered twice (Mon/Tues and/or Wed/Thurs., workshops on the Friday)
- ☐ One course (15 hours), mornings only, workshops in the afternoons
- ☐ Two - 15 hour courses which would take place over the week (mornings 9-12 and/or afternoons 1 - 4pm)

Most people indicated a preference for a combination of workshops and mini courses, which is what we went with.

C. 1999 FAMILY LITERACY SUMMER INSTITUTE

I. Institute Design

The 1999 Family Literacy Summer Institute was held at Simon Fraser University, Burnaby Campus, July 12th to 16th. It was the first-ever Family Literacy Institute in BC. It was Literacy BC's intention that everyone attending the week-long Institute had access to all workshops, seminars and the Forum. Participants had the option of staying on campus or finding accommodation elsewhere. The registration fees reflected this choice. On-site participants paid three hundred dollars, which included accommodation, meals and all training. Participants not staying on campus paid two hundred dollars, which included lunch and access to all training. Those interested in attending single sessions only paid accordingly (see Appendix 2 for fee schedule).

The Institute was originally designed to provide professional development opportunities for family literacy coordinators and practitioners in BC. However, a number of practitioners from other provinces and one territory attended (1 from the Yukon, 2 from Alberta, 3 from Saskatchewan, 1 from Manitoba, 2 from Ontario, 1 from Quebec and 1 from Labrador). Workshops/Seminars and Forum were designed to meet the expressed need of the field, and facilitators were chosen for their expertise in these areas.

We also built into the structure of the Institute opportunities for participants to work and learn as a large group. All Institute participants had the opportunity to attend Monday's workshops and the forum, as well as several evening events.

In total, participants had a possible 40 hours of organized professional development training available to them.

II. Overview of the Major Components

The 1999 Family Literacy Summer Institute was divided into five major components:

- ❖ Workshops
- ❖ Seminars
- ❖ Best Practices in Family Literacy Forum
- ❖ Evening Gatherings
- ❖ Special Events

Workshops/ Seminars

Workshops took place Monday afternoon, and Tuesday and Wednesday mornings. They varied in length. Seminars took place Thursday and Friday all day. In keeping with good practice standards, we limited workshops and seminars to 26 participants. Consequently we offered **Hand, Heart and Mind, Write It Down, Planning Strategically for Family literacy Development and Sustainability, and Facilitating Adult Learning – Theory Into Practice** twice to accommodate all Institute participants.

The Best Practices in Family Literacy Forum

The forum took place over two afternoons, Tuesday July 13th and Wednesday 14th - 1:30 to 6:30 pm.

Evening Gatherings

Monday July 12th, Gavin Brown, Manager for Federal/Provincial Relations, Ministry for Children and Families gave a presentation on the National Children's Agenda.

Tuesday July 13th and Wednesday July 14th, Institute participants enjoyed a light dinner and reception after the Best Practices Forum sessions.

Wednesday July 14th, A group "swim night" was organized for Institute participants.

Special Events

Three publishers of children's books and learning materials for children and families set up display booths on Monday July 12 (Usborne Books at Home, the Active Learning Institute and Discovery Books and Toys). Participants could purchase resources on the day or order from catalogues at a later date.

Resource tables, with information on family literacy, were available for three days of the Institute. Participants were encouraged to contribute materials from their regions and/or provinces.

III. Promotion of the Institute

The 1999 Family Literacy Summer Institute was promoted in a variety of ways:

- ❖ Three hundred brochures were printed and mailed to:
 - Family Literacy Programs in BC
 - Provincial and Territorial Literacy coalitions
 - Regional and Family Literacy Coordinators
 - Community colleges, school districts, and community based literacy programs in BC
 - Targeted libraries across BC
 - Adult Learning Development Association (ALDA)
 - Learning Disabilities Association of BC (LDABC)
 - International Dyslexia Association BC Branch
 - BC Association for Community Living (BCACL)
 - BC Coalition for People with Disabilities
 - University of British Columbia - Faculty of Education
 - Simon Fraser University - Faculty of Education
 - University of Victoria - Faculty of Education
 - Junior League of Vancouver One to One Children's Literacy Program
 - National Library of Canada
 - Literacy Coordinators of Alberta
 - Literacy BC Board of Directors
 - BC Association of Family Resource Programs
 - Early Childhood Educators of BC
 - BC Council for Families
 - Ministries of: Health, Children and Families, Education, Advanced Education, Training and Technology

- ❖ In addition to the brochure being mailed to the above, we targeted and faxed a letter of invitation to the Best Practices Forum to other organizations with an interest in families (see Appendix 12 for correspondence)
- ❖ The Brochure was also posted online on:
 - Literacy BC's website
 - Literacy BC's electronic conferencing service
 - Alberta's electronic conferencing service
 - The Yukon's electronic conferencing service

IV. Registration

Registration was conducted on a first come, first served basis by fax, telephone, mail and email. Participants paid by cheque or credit card.

Check-In

Participants staying on campus registered Sunday afternoon between 3 p.m. and 9 p.m. at McTaggart-Cowan Hall. Those staying off campus registered Monday morning between 9 a.m. and 10:00 a.m. in the Halpern Centre. All participants were given a registration package, which included the Institute schedule, nametag, Pipercard (a debit card for meals), Participant and Facilitator contact list, class list, a map of the university and reading material in preparation for the Best Practices Forum.

Demographics

The following is a breakdown of the participants who attended the Institute:

- ❖ 79 people in total participated (includes facilitators)
- ❖ 22 attended workshops/seminars and or forum only
- ❖ 46 were enrolled for the entire Institute
- ❖ 36 people required on-site accommodation
- ❖ Of the total number of participants, 68 were from British Columbia, 1 from the Yukon, 2 from Alberta, 3 from Saskatchewan, 1 from Manitoba, 2 from Ontario, 1 from Quebec and 1 from Labrador
- ❖ Representatives from three provincial ministries (Health, Children and Families, Advanced Education Training and Technology). A number of participants were from school districts across BC
- ❖ A representative of Human Resources Development Canada – BC Regional Office
- ❖ A representative from the National Literacy Secretariat
- ❖ Representatives from four provincial literacy coalitions attended the Institute (Labrador Literacy Information and Action Network, Yukon Learn, Saskatchewan Literacy Network and Literacy Partners of Manitoba)
- ❖ The Executive Directors and/or Presidents from the BC Association for Family Resource Programs, The International Dyslexia Association BC Branch, The BC Council for Families, Laubach Literacy of Canada, and the Adult Learning and Development Association participated in the Best Practices Forum
- ❖ Two Literacy BC Board members, the Executive Director and two other Literacy BC staff

V. Tribute to Barbara Bate

July 12, 1999

Linda Mitchell, Executive Director for Literacy BC, presented Barbara Bate with a certificate of honour for her dedication to the literacy field in general and specifically to the work she has done to promote family literacy in the province. Barbara has been a pioneer in the family literacy field. We have been fortunate in BC to have benefited from her vision, leadership and wisdom. Barbara has retired from the field, after serving more than 20 years.

The next five sections of this report (VI – X) will provide a brief overview and highlights of the opening and keynote address, workshops, seminars and forum. The format is essentially the same for all, where possible. Our intention is by no means to provide in-depth coverage of what took place in the sessions, but rather to capture some of the key messages. Included in the Appendices of this report are lecture notes, overheads and articles where provided by the facilitators/presenters at the Institute. For more information on specific areas, topics and/or facilitators please contact Literacy BC or the facilitators/presenters directly (see Appendix 14 for contact list)

VI. Opening Address: The Changing Face of Families in BC

July 12, 1999

Carol Matusicky – Executive Director, BC Council for Families

Carol has been with the BC Council for Families for 15 years

Overview

In the opening address Dr. Matusicky outlines some of the trends and changes that are taking place in families in BC today. The following are highlights from her speech (see Appendix 4 for entire speech and overheads).

Highlights

Families are Changing

- Research is telling us, the stats are telling us, experts are telling us the same thing families are changing in BC
- Today's families are smaller than those of our parents/grandparents
- Men are marrying at an average age of 29.9, women at 27
- We don't define families – it's a given that they exist, and it is very divisive to try to define them. There are many forms and combinations of caregivers and today's children are increasingly likely to live in more than one type
- Thirty years ago the majority of BC families consisted of a male wage earner and a stay-at-home spouse. By 1988, the dominant family type was the double-income family with both spouses working outside the home – that trend continues today. We have not adjusted our institutions to accommodate that. In two spouse families, two out of three women with children under 16 are in the workforce; six out of 10 women whose youngest child is under 3 are employed
- Women increasingly head the number of 1-parent families and the majority are poor
- Children and families are more mobile – they will change schools and lose friends.

BC is Becoming More Diverse

- Families are more diverse. This enriches our culture but also creates the need for different attitudes towards family life. There is a variety of cultural diversity. Culture is a key issue in family life
- Immigrants make up 26% of the population in BC. It is one of the most culturally diverse provinces, per capita, in Canada. With only 12 % of the population of Canada BC absorbed 21% of the country's new immigrants in 1995
- In 1995, 77% of 44,073 immigrants are from Asian countries
- Close to half of the province's immigrants have no English language ability
- There is a great deal of culture shock. There are different expectations about child rearing. Children may turn more to the media and their peers for information and role models

The Social Climate is Changing

- The changing social climate brings influences on children's behaviour that are more powerful and pervasive than in their parents' day
- Traditional influences on behaviour continue to be family, school and religion, for others it is the media and peer groups they turn to for information and as role models

The Economic Climate is Harsher

- BC is a province of economic extremes
- Since the mid 1970's, growth in income has been stagnating, with younger families worse off than other age groups
- The incidence of poverty is increasing
- In BC, **one in five children live in poverty. This is a national disgrace!**
- It is estimated that it takes a family of four 77 weeks to make ends meet
- Human Development Index ranks Canada as the # 1 place to live for the last 6 years, however, our record on reducing poverty is shocking. Canada is ranked 9th out of 17 countries. 11.7% of our population lives below the poverty line (Sweden is at the top with 6%)

The Role of Women in the Family has Changed

- Although most women are now employed outside the home, they still do most of the work at home, as well as put in a "second shift" of cooking, cleaning, childcare, and/or eldercare after their day in the paid workforce ends. This results in conflicting demands. Parents of pre-schoolers and workers with dual responsibilities for the care of children, the elderly, the disabled or infirm family members are under the most stress. **This is a key issue for businesses and families**

Families are Often Getting the Left-Overs

- Families are experiencing a growing time "crunch"
- We have a society of exhausted workers for whom time for children, time for sleep, time for relaxation, and time for community involvement has become ever more elusive. This has increased the isolation that many individuals and families experience

There is a Perception of Increasing Violence

- Whether real or perceived, people report that they feel more threatened by violence to themselves and their children than they did 20 years ago
- This is not actually borne out by the stats. The number one fear of parents is leaving their children to play unattended. Parents do not like to leave their children in the street or the yard so the alternative they often choose is to stick them in front of the TV

A Closing Thought on Families Today

"We now expect a family to achieve alone what no other society has ever expected an individual family to accomplish unaided. In effect, we call upon an individual family to do what a whole clan used to do." (Margaret Mead)

"I believe one of our major challenges is the rediscovery of that clan, the rediscovery of community" (Carol Matusicky, July 12, 1999)

VII. Keynote Address: Early Development and Population Health

Clyde Hertzman, Professor, Department of Health Care and Epidemiology, Faculty of Medicine, UBC, and Associate Director of the BC Canadian Institute of Advanced Research (CIAR), Population Health

Overview

Dr. Hertzman, in his keynote address, looked at the determinants of health in a given society by addressing the question of human development and its fundamental impact on how life unfolds, and the complex relationship between life course and socio/economic – psychological conditions.

"Studies of socioeconomic gradients in mortality in wealthy societies reveal that they have been persistent, and included most of the critical causes of death, even during the era when these principal causes of death have entirely changed. This observation has led to an interest in the ways in which the diversity of conditions of life, unfolding over the life cycle, can become embedded in human biology and subsequently affect health status and vitality. There is evidence that childhood experiences affect subsequent health status (as well as well being and competence) in profound and long-lasting ways."

(Hertzman and Wiens - *Child Development and Long-Term Outcomes: A Population Health Perspective and Summary of Successful Interventions* - see Appendix 5 for article and overheads from presentation).

Highlights

The following are key points taken from Dr. Hertzman's presentation. For more detailed information on early development and population health, please refer to Appendix 5)

- Health, well-being and competence are intertwined
- Income distribution matters – those societies with more equitable income distribution tend to be healthier. Societies are healthier where institutions are responsive. Where trust in institutions (media, police, and courts) is very low, there is a less healthy population, e.g. Eastern Europe
- Social support network – people who are well supported are healthier
- In 1900, average life span was about 47 years of age – now it is about 75. The environment has changed; the gene pool hasn't changed much. Personal habits have varied

- The “gradient in health” is demonstrated by a decline in health from the most privileged to least privileged groups in society. In Canada the best-educated have about roughly 5.3 more healthy years. This varies from country to country
- Sweden and Japan, have flatter health gradients in socio-economic status. This is not explained by traditional disease risk factors. The socio-economic gradient replicates itself on new diseases as they come into our society. We tend to think each disease has a pathology basis, therefore we try to solve them separately. The gradient says something different. The process of human development can explain resilience and vulnerability to disease
- Early life has a tendency to put people on certain kinds of life courses and those courses have an effect on health
- The risk of poor health increases with intensity and duration of adverse conditions
- A baby has all the brain cells it’s ever going to have when it is born
- There are **critical** times in development during which a set of signals must be present for neurons to differentiate normally
- There are **sensitive** times in development when an undifferentiated neuron is especially receptive or sensitive to a set of signals
- The brain sculpts itself in relation to experience. Some connections are reinforced and some die away. The brain is a profoundly environmental organ. It responds strongly to environmental exposures – touch, sound, heat, cold, light. There is a profound interaction between brain and body. They are intimately connected
- The brain wants to “turn itself on”. If the stimulus is not received in early life, it may be possible later on in life to “turn the brain on”, but it will not have the same array of connections – it will also depend on how much stimulus and how much response
- A child needs to have face to face contact to learn human emotions, things such as touch to establish personal boundaries
- The highest incidence of violent behaviour occurs between 17 and 24 months. After this period there is a decrease in hitting, biting and kicking (Richard Tremblay)
- Non-fighters do much better academically. The best window to socialize them occurs between 2 and 5
- If there is a scary environment there will be an overdeveloped arousal response
- There are factors that effect child development – **family variants** such as income, the number of siblings and education of parents, and **neighbourhood variables** such as safety, cohesion, percentage of single female headed families
- There are differences in family environments with respect to language acquisition. A child exposed to the following is more likely to maximize potential:
 1. Encouragement of exploration
 2. Mentoring in basic skills
 3. Celebration of developmental advances
 4. Guided rehearsal and extension of new skills
 5. Protection from inappropriate disapproval, teasing, or punishment
 6. A rich and responsive language environment
- There is a link between income and delayed vocabulary development. The higher the income, the lower the incidence of delayed development
- We need to find people in teachable moments. Late teenage years for example, teach about human development. Sweden is already addressing this

- Child care matters. With organized care, kids have an advantage at lower income levels. This reduces socio-economic inequality in children's development. The frequency of problems by income level is higher at very poor levels.

Research

Michael Meany's research with rats: How the brain and body's defense mechanisms work together

The Experiment

Half of the rats were handled and half were not. The rats developed differently. In the half that was handled, there was an increase in nurtured response. In the non-handled group of rats, there was evidence that learning and memory function were negatively affected. The connections between the centres in your brain and organs in your body are profound. For example, stress may effect the body negatively by shutting down digestion and reproduction systems.

Conclusion: These responses are conditioned early in life, the cumulative effect can be damaging.

Steve Suomi's research with rhesus monkeys: Looked at the ongoing debate of nature vs nurture. Rhesus monkeys share 98% of our genetic material and have similar cultures to ours. At birth, there are 3 groups – 80% normal, 15% nervous/anxious types and 5% sullen reactive types.

In the 15% group, the males were slow to leave the childhood troop; the females were rejecting mothers. In the 5% group, the monkeys would start fights, and thrived on danger; they were nasty and brutish and lived short lives.

The Experiment:

The monkeys were subjected to cross-fostering studies. They were removed from their parents and switched to the "best" parents. Both groups fundamentally changed. The nervous group became vigilant, and the neurotic became "chartered accountants". The males came out on top of the hierarchy, and the females adopted good parenting skills. In the reactive group, they became indistinguishable from the rest. Their metabolic rate changed as well.

Conclusion: There are inherent differences but nurture can overcome that. Interaction matters.

Romanian Orphans Research

The research was categorized into less than 8 months in the orphanage or more than six months in the orphanage. Children who lived in the orphanage for more than 8 months had:

- Non-adaptive patterns
- Shrunken brains
- Non-sculpted brains
- A lifelong stigma

Perry Preschool Program Research

Participants were tracked to age 27

Those who participated in the preschool program showed:

- Increased number making \$2000/month or more
- Increased number of home owners
- Increased number of high school graduates
- Decreased number of teen pregnancies

Those who did not attend the preschool program showed:

- Increased use of social services
- Increased number of arrests (five or more)

Some Questions Addressed to Dr. Hertzman by Participants

Question: It seems that private industry needs to cough up some dollars? Is that the case in Sweden?

Answer: Yes – 80% unionization – labour, management, and government have agreed to 52 weeks of paid maternity leave, parental leave after that and care leave after parental leave at 90% wages.

Question: What are we doing to educate MLA's?

Answer: At the federal level, a lot of the Liberal caucus has bought into the idea, but obviously there is still a long way to go. At the provincial level, BC was the first province to introduce a Ministry for Children and Families, but it is focussed on crisis management. What is required is an enduring, inter-sectorial coalition.

Question: How do we sort out the connections between parents' education, and parenting?

Answer: Parents in Africa are not well educated yet they are very well organized socially. There have been few inter-cultural studies.

It seems that immigrant families do very well, particularly where they have surrogate mentors

VIII. Description of Workshops

July 12, 1999

The Early Years - Investing in Our Future

Facilitator: Eve Adams, Richmond Health Services, Environmental Health Department

Overview

This workshop was intended to give practitioners an overview of the new brain research, demonstrate how this research could be used to support the work being done in family literacy programs, and provide the tools needed to advocate for support in their communities. The workshop was divided into three parts – How the Brain Works, Protecting Children's Brains and the Implications.

Highlights

Part 1 - How the Brain Works – Principles of Brain Development (*The First Years Last Forever*, included as Appendix 6)

- The outside world shapes the brain's wiring
- The outside world is experienced through the senses - seeing, hearing, and smelling touching, and tasting – enabling the brain to create or modify connections
- The brain operates on a "use it or lose it" principle
- Relationships with other people early in life are the major source of development of the emotional and social parts of the brain

Brain Facts

- A baby is born with 1 billion brain cells. Most connections form after birth through touch, language, eye to eye contacts
- There are positive and negative exposures. The connections are formed out of interactions with the environment. The optimum time is when the child is very young. It is thought that a child can discern speech at 3 months. At 15 months, a child may have very repetitive behavior, and it is important to develop consistency in rituals and behaviors. It is also important to reduce stress
- At 14 years of age, the brain starts pruning down – and the beginning of the “use it or lose it” phenomena is evident. Some of the pathways start clearing out
- **Sensitive Periods** (before 18 months) - when the brain is most efficient at developing the synapses. There are **windows of opportunity** when it is optimal for development of such areas as vision, language, emotions, and other systems
 - Vision** – children can see at birth. They must learn to focus and make sense of what they see. The critical period for vision is the first five years. Permanent damage is possible. Kitten experiment – one eye was sewn shut just after birth, and even though it was allowed to open later, the kitten could never see from it
 - Language** – begins in the first few months of life. The sensitive period is from 0 to age 10. It is easier to learn languages in childhood. Caregiver’s language doesn’t matter – it is the care and attention and interaction that are crucial. Encourage the parents to tell stories without books
 - Emotions** – emotional development begins at birth. The sensitive period is the first 18 months. Relationships profoundly influence emotional development. Strong attachment bonds protect. Severe neglect and stress create risks
- Child development is an ongoing process. There is no rush to the end. It is important to encourage parents to enjoy the stage/moment you are in now
- Stress causes the release of stress hormones. Repeated stress results in the formation of strong pathways in the brain for fear

Part 2 - Protecting Children’s Brains

Stress Factors – families move in and out of stress factors all the time. Some stress factors:

- Low income/poverty – quality of life determines excellence
- Low parental education – poor examples of child rearing themselves
- Parental mental disorder
- Parental substance abuse (including tobacco)
- Breakdown in family relationships – divorce/separation/death
- Low social support – government money needs to go to prevention rather than support
- Difficult child temperament (Creative Worriers Club)
- More than 4 children
- Single parenthood (financial and parenting deficits)
- Teen parenthood
- New immigrant status. Encourage them to hang on to their culture

Protective Factors

The secure attachment to nurturing adults is a strong protective factor. Positive interactions between children and adults need stability and consistency. There needs to be quality learning environments at home, at school and at daycare.

Part 3 - Implications

The following is a summary of what business, educators, community, policy makers, parents, individuals, and family literacy practitioners can do to support children and families.

What Business Can Do

- Assess the impact of business on children, families and communities (the impact of a 12 midnight shift on a single mother for example)
- Establish family-friendly workplace policies – onsite daycare, parental leave etc.
- Look at other corporations that have family friendly policies
- Participate financially in funding programs for children
- Support local clubs and associations, community events and volunteer activities e.g. a mobile book bus in a rural area

What Educators Can Do

- Ensure all children's rights are guaranteed
- Ensure all children have an appropriate learning environment
- Provide remedial and special education classes for children who need extra support
- Ensure children who require assistance receive the kinds of services they need
- Ensure that parents are included as partners in teaching children

What Communities Can Do

- Ensure safe, appropriate places for children to play
- Provide recreation facilities and programs for both younger and older children
- Ensure quality childcare services are available
- Collaborate with local clubs, business and government agencies and individuals to identify and meet the community's needs
- Build on skills, talents and gifts of the individuals in the community
- Include children in community activities

What Policy Makers Can Do

- The Federal, Provincial and Territorial Advisory Committee on Population Health 1998 identified the following policy challenges for a national strategy on healthy child development:
 1. invest in early childhood
 2. support families
 3. reduce inequities and achieve health for all
 4. report on outcomes and impacts
 5. invest in research
 6. work in partnerships and across sectors

What Parents Can Do

- Be warm, loving and responsive
- Respond to the child's cues and clues
- Talk, read and sing to your child
- Establish routines and rituals
- Encourage safe exploration and play
- Make TV watching selective
- Use discipline as an opportunity to teach
- Recognize that each child is unique
- Choose quality childcare and stay involved
- Take care of yourself

What Individuals Can Do

- Read and stay informed about child and family issues
- Adopt healthy policies at home
- Lobby government representatives
- Organize and participate in community events and activities
- Volunteer your time to be with children and families
- Get involved with community agencies

What Family Literacy Practitioners Can Do (as identified by participants)

- Get more information to help train volunteers
- Help produce materials that incorporate brain research for parents, programs and media
- Use research in daily communication in programs
- Take presentation to community organizations and gathering places
- Support after-school activity centres, Parent Action Committees (PACs)
- Educate public health nurses, home visitors
- Raise public awareness around brain research
- Make literature available
- Form partnerships with teachers, service clubs, public health
- Organize and participate in Train the Trainer Sessions
- Present information so it is not prescriptive – make it user-friendly
- Use in community based literacy program
- Improve access to programs for parents and assist with support – childcare, transportation, etc.
- Develop sensitivity to parents with limited literacy or ESL
- Make presentations to organizations – Kiwanis, Chamber of Commerce
- Put pamphlets in libraries
- Work with teen mothers
- Lobby government for funding
- Have an open house at program
- Work with elementary educators
- Raise awareness in your community – media, cable TV

- Advocate for parents who stay at home with children
- Change tax system to acknowledge the importance of parents who choose to stay at home
- Communicate with other organizations who have a vested interest in children and families to eliminate duplication of efforts (e.g. health, family resource programs, childcare centres)
- Train front-line workers
- Make the child more important than the job
- Begin training on brain development in high school
- Educate colleagues

The National Children's Agenda

July 12

Presenter: Gavin Brown, Manager, Federal/Provincial Relations, Ministry for Children and Families

Overview

Gavin presented an overview of the National Children's Agenda (NCA). Participants were taken through the policy papers "Developing a Shared Vision" and Measuring Child Well-Being and Monitoring Progress. The proposed goals for a national shared vision are good health, safety and security, success at learning and social engagement and responsibility. (See Appendix 16 for Overheads and Literacy BC's Newsletter "Imprints", July 1999 Issue for a more detailed summary)

Highlights

- Federal and Provincial governments have joined together to develop a comprehensive, long-term strategy to improve the well-being of children in Canada
- The NCA is led by governments but is intended to include communities, volunteer groups, employers and the general public
- The NCA supports the critical and primary role that parents, families and the community play in the lives of our children
- To move the agenda forward governments are asking the public for comments and direction

Hand, Heart and Mind

July 13 & 14

Facilitators: Mary Gordon/Heather McFarlane

Hand: The concrete things we do

Heart: The emotional connection

Mind: The learning

Overview

This workshop taught participants how to connect early development theory with practice in a fun-filled, hands-on session that emphasized the importance of combining thinking, feeling and doing in family literacy work. Participants were verbally given the theoretical framework then provided with activities that reinforced the concepts and were expected to report back to the

group what they had learned and how it related back to theory. The point of this workshop was to give family literacy practitioners the tools they need to help parents work interactively and effectively with their children. (See Appendix 7 for handout)

Highlights

- The power of family literacy is with the family - the people who love the child can best shape the child. We need to support the parent – we need to model what we want the parent to do. We need to be able to explain to the parent what we are trying to teach and why
- The teachable moments occur at home. You can create endless opportunities to teach in the home
- If there is a power imbalance, it's very difficult to learn
- Share your passion, your ideas – sometimes we are so busy doing the work, we don't have an opportunity to share ideas. It's important to share your ideas about your program with others
- We try to make kids just like us – we really should be trying to make them just like them
- You need to have fun – if you don't have fun it is not easy to learn
- We need to validate children's ideas and thinking
- Grandparents need to be involved as well. Parents and grandparents are really the ones shaping the child
- We have to honour where the child is developmentally.
- Preschoolers learn best when they have actual objects to manipulate – they need hands-on experience
- Teach left to right – teach the conventions of print
- Two year olds like wild animals better than farm animals. Use plastic animals and then show pictures of the animals. Matching the concrete to the abstract. Use what is interesting to them
- Watch the child to see when they have had enough. Quit while interest is high, then they will want to come back
- Kids need to use the materials in their own way. Let them work on the floor –they need opportunities for unstructured play
- Children seek out pattern and rhyme. Patterns are everywhere in life, in math and in literacy
- Children seek order. Young children will place objects in pairs or line them up according to colour or size
- Babies seek patterns – they will focus on a patterned object vs a plain object
- We don't challenge children verbally enough. We tend to oversimplify language unnecessarily
- Children are unencumbered by traditional box thinking. Give them problems that have more than one right answer
- Conversations tend to be initiated and directed by us – pick up on what the child is talking about
- Encourage parents to validate their children's feelings – it helps them feel secure
- Poetry and music – really not honoured in our society. Poetry speaks to the heart. Low literacy parents may not be exposed to a lot of poetry

- Instruction is the least effective way of learning. Kids learn by doing
- Themes are not how kids live their lives so don't try to teach like that. Be prepared to teach what comes in the door
- Put the books in the language of the parent. They may not read in English but they may read in their own language
- If children think they can read, they can read
- Children learn through play, it is essential that they have opportunities to do so
- Rhyming words help children learn to read
- We need to honour childrens' need to use their bodies. They know who runs the fastest, who can climb the monkey bars. Using their bodies wires their brains – teaching them how to interact with people
- We need to make sure people are comfortable before they can learn. It should be ok to say, "I don't feel comfortable with this."
- Use your own experience. Be willing to share your life experience

Example of Two Exercises

- **Bag of Creepy Insects**
Give a small group of children a bag of 50 or 60 plastic insects. Ask them to group the insects any way they would like. The skills they are learning in this exercise are language development, organizing, categorizing, grouping and complex thinking. If they are able to classify and make up their own rules for organizing, this could form the basis for complex thinking later on in life
- **Shower hooks**
Children are given a bag of multi-coloured plastic shower hooks. They are instructed to come up with different ways to use the hooks, e.g.
 - Measure or organize something or someone – "Billy is 14 hooks long". This task enriches the concept of quantity, and relative size. The hooks are the "ruler" that measures. Kids love their bodies and relate well to them. Use the body to enrich the activity. Concept of short vs tall
 - Create patterns with the hooks - alternate colours – teaches replication of pattern

Write It Down

July 13 & 14

Facilitators: Allison Tom/Marina Niks

Overview

"When you are writing it down, you are stepping outside yourself. You are sharing with each other different ways of thinking about problems." (Allison Tom)

This workshop explored a number of different strategies for documenting our work in the family literacy field. Participants were given an opportunity to share current practices with the goal of further developing documentation skills and explore how they might use research as a tool in their practice. They also had the opportunity to identify and share with the group a question or problem in their work and to engage in some conceptual and practical exercises about the research process.

Research can be a powerful tool that deepens our understanding of social situations. Traditionally, quantitative measurements conducted by an “objective” outsider were more highly valued. But different kinds of research offer different types of knowledge and are equally valid. Qualitative research, for example, offers a perspective that looks at depth and complexity rather than at numbers and demographics. When you look at the same phenomenon from a different lens, you see it in a whole new way (Allison Tom).

Highlights

Participants were led through the following two exercises:

Exercise #1

Framing A Research Question

(See Appendix 8 for handout)

The Steps

Think about - the thinking and writing processes

1. Identify a situation that you want to understand better, or that frustrates or interests you.
2. I am connected to the people in this situation because....
3. Who is there when this situation happens?
4. How do other writers talk about this situation?
5. Where does this situation occur?
6. Identify the refined situation.

Some Issues and Possible Research Questions Identified by the Class

- How do I reach the target families? (low literacy families)
- How do I recruit and retain families into my program?
- What are the attributes of an adult tutoring service that make it attractive to students?
- Insufficient funding – what can I do if I don’t know if any money will come through?
- I feel responsible for starting programs in my community that do not have sustainable and embedded funding
- It is affirming that other people have the same issues in their practice

Exercise #2

Examining A Film Clip for Attitudes and Assumptions (“My Fair Lady”)

The class was asked to describe the situation – Who was there? What did they do? And what was happening? This exercise helped people realize how easily we make assumptions about people and situations, and how these assumptions can interfere with the research process.

Research Principles and Ideas

- Why people do research? – To deepen our understanding of the social situations around us
- We need/want to learn from other people who do similar things
- We need/want to share what we know with other people
- Many projects engage learners – very powerful tool
- We need/want some level of distance and also closeness
- We can use our own feelings as a source of understanding if we use them carefully
- Writing should become a process of discovery. It needs to reveal what we don’t know

- While we need/want to build on what other people have done, if **you** haven't done it yet, it hasn't been done. Sometimes we want a broad vision, and sometimes we want our blinders on
- You don't want to overexpose the people you are writing about
- You need to focus on a particular issue, otherwise you just drown
- You need periods of exploration but they need to be contained
- Rephrase and refocus your question
- Question your assumptions
- Figuring out the research question is a really big part of a research project

IX. Description of Seminars

Facilitating Adult Learning – Theory into Practice

July 15 & 16

Facilitator: Carmen Rodriguez

Overview

This highly interactive seminar presented a Popular Education model for adult learning and community development. Participants engaged in hands-on activities that provided them with specific tools to bridge the gap between theory and the practice of educating adults. The seminar was divided into 4 sections – **1. Going from Practice into Theory. 2. From Theory into Practice. 3. Practice. 4. Overall Conclusions.** (see Appendix 9 for handouts)

Highlights

Outline:

Day 1

1. Going from Practice into Theory

a. The practice of Popular Education

- What's in a person's culture? The stories behind our names
- Cultural identity: the cultural bag exercise
- Culture and individuals, culture and communities
- Culture and power: the power-flower exercise

b. The theory of Popular Education

- What are the implications of the power-flower for adult education and community development?
- An examination of the process the participants engaged in
- Conclusions: principles of Popular Education

2. From Theory into practice

- a. How do we bridge the gap between the theoretical principles and the everyday practice of adult education when following a Popular Education Model?
- b. The Shihya case study
- c. Conclusions

3. Practice

- a. The origins of the Popular Education movement
- b. The work of Paulo Friere
- c. Using "codes" or "triggers"

4. Overall conclusions

Day 2

1. Going from Practice into Theory

a. The practice of Popular Education

- What's in a person's culture? The stories behind our names
- Cultural identity: the cultural bag exercise
- Culture and individuals, culture and communities
- Culture and power: the power-flower exercise

b. The theory of Popular Education

- What are the implications of the power-flower for adult education and community development?
- An examination of the process the participants engaged in
- Conclusions: principles of Popular Education

c. The origins of the Popular Education Movement

2. From Theory into practice

a. Personal early school experiences: guided imagery exercise

b. Comparative discussion of traditional schooling experiences and Popular Education practices

c. The Shihiya case study

d. Conclusions

3. Group pictorial depiction of the ideal Popular Education program

Planning Strategically for Family Literacy Program Development

July 15 & 16

Facilitator: Joan Cowderoy

Overview

Using a case study, this workshop provided a “hands-on” opportunity for family literacy practitioners to work through the key steps in developing and operating family literacy programs today – planning, proposal writing, evaluating and reporting. Participants also had the opportunity to consider strategies for longer-term sustainability of their work in the field.

Experimental and interactive in nature, the session used small group work as the primary venue for learning together. Workshop handouts provided a framework for program planning and outlined key questions that should be addressed in developing and sustaining family literacy programs.

Participants went away from the seminar with ideas, practical experience and user-friendly tools to apply to their work in family literacy planning.

Highlights

The seminar was divided into nine sections. The four main components were planning, evaluating, reporting and proposal writing. (See Appendix 10 for extensive handouts)

Why Plan?

- Planning provides a road map. It makes tracking and evaluating easier
- Clarifies thinking
- Gives direction – lets you know where you are going
- Helps you meet funder's goals
- Helps clarify expected outcomes
- Helps ensure success
- Not flying by the seat of your pants
- Makes sure you are prepared in advance
- Builds relationships with partners, participants
- Helps improve the program
- Helps when asking for money
- Avoids duplication
- Helps everyone get on board/know their role
- You have a clearer picture of how much it costs to provide the service for a longer period of time. It helps to think in advance
- If partners know the outcomes, they are more likely to involve themselves in your project
- Infiltration into the wider community – they will think about your program when they are doing their planning. Ripple affect. Building awareness, cultivating new partnerships/future resources
- Potential for increased utilization
- Realistic EVERYTHING!
- Knowing the political environment, the bigger picture
- Plan for engaging the key people

Kinds of Planning Activities We Do Now

- Strategic planning
- Set organizational goals
- Look at (research) other programs
- Input from participants – needs/profile
- Input from partners
- Exploring funding criteria
- Set time lines
- Identify and gather resources
- Budgeting
- Networking
- Mission statement (philosophy)
- Meetings
- Advisory committees/partnerships

- Research in the field
- Needs assessment/assets assessment
- Come up with a vision, a model and a plan for the case study

The intent of the planning framework is to help make planning more intentional and more useful. It is important to limit the length of the planning process. Research in advance.

It is necessary to have the skills and experience in planning – bring in additional support to help with the planning process if needed.

Partnerships

Funders today expect organizations to work together. It is important to give the funder a sense of who you are, how credible you are, how long you have been doing what you are doing. Funders want to know you are working in a collaborative, cooperative way with others in your community. Letters of support will not necessarily guarantee acceptance of your proposal; they are more of an add-on. Funders want to know about partners. The funder needs to know you are clear on what you are doing.

Potential Partnerships – local newspaper, Rotary/Soroptimists/service clubs, child development centres, women's institutes, corporations, government social services, Aboriginal Head Start, band councils, foundations, women's shelters, public health, libraries, police stations, seniors centres, school's early intervention programs, food banks, community centres, poverty groups, neighbourhood houses, family places, recreation centres, universities/colleges/trade schools, apprenticeship programs, YM/YWCA, churches, sports teams, other non-profits, arts groups, medical centres, psychologists/psychiatrists, Chamber of Commerce, municipal governments, youth centres, probation officers, volunteer bureaus, professional associations (Lawyers for Literacy, e.g.).

Important Point: Have arts and cultural people involved with the project. They bring a valuable and different perspective to the process.

S.M.A.R.T. Goals Are:

- Specific
- Measurable
- Achievable
- Realistic
- Time-framed

Why Evaluate

- Helps others keep the ball rolling (others are involved)
- Problem-solving – when you are looking for new partners can create some investment – they can see how they can make a difference
- Increases accountability and integrity
- It's the proof that this works
- Uses it to improve the program
- Essential in order to get more funding

- Establishes our track record
- Can help facilitate growth
- Helps to see (again) where you are going
- Helps raise community awareness re family literacy
- Helps entrench the value of family literacy
- Changing the program so it's responsive

Internal/External Evaluation

- Can't evaluate unless you have clear goals, and have measured the program all the way along
- You can evaluate internally or bring in an external evaluator
- External evaluations are usually done every 3 - 5 years. Usually costs money, sometimes funders want it especially where the funder has some concerns

Two Types of Evaluation

Formative evaluation looks at the process

Summative looks at the results/outcomes

Report Writing

(See Appendix 10 for handout on Standard Reporting Techniques)

Some Additional Techniques for Enhancing Reports

- Using pictures
- Audio and video – maybe do a video of a classroom situation - it needs to be done well, otherwise don't use it
- Graphs – number of participants
- Colour coding each section of the report
- Journal Notes

Proposal Writing (See handout in Appendix 10)

Proposals answer the following questions

Why?

What?

How?

When? How Long?

What results?

How much?

Who?

Budgets

- Budgets involve research
- Funders know what things cost – it's their job!
- Do your homework. Take into consideration the local conditions (e.g. wages, travel costs etc)
- If your budget figures are out of whack, the funder will know – they review hundreds of proposals and know what things cost. The bottom line for funders is

- they want results – they want you to show you will produce results
- Know what to say to what funders. Don't bother to put in a proposal to a funder who does not fund the types of things you do
- Potential funders who may not know about your particular field – how do you tap them?

Strategies for Sustainability

- Plan, evaluate and report effectively
- Plan (from the beginning) for sustainability
- Show demonstrable results and ensure responsiveness
- Be realistic/clear
- Think in terms of creating community capacity for sustaining literacy development (rather than thinking about program/project (short term) development)
- Know the funders' needs/interests
- Know the environment
- Create partnerships – at outset & for sustainability, diverse, broad, outside the box
- Build on/use existing organizations/infrastructure
- Become facilitators rather than doers
- Tell stories/paint pictures
- Think in terms of creating community capacity long term for sustaining literacy development (rather than thinking about program/project development – short term)
- Build relationships with those already involved in related field/issues – poverty, education, and health. Education – curriculum development eg CAP program
- Technology
- Use current funding hooks – connections – community development, employment skills, cultural diversity
- System advocacy/embedding
- Create a solid foundation (infrastructure)
- Build community awareness, capacity to support literacy development
- Infiltrate – create a ripple effect
- Report outcomes broadly
- Be realistic about what can be achieved/about costs
- Cultivate future partners; build relationships
- Plan and evaluate effectively
- Know where you want to go
- Use potentially interested parties/partners for problem-solving
- Show results/proof of accomplishments (be accountable)
- Build a good track record
- Embed family literacy and its value into the consciousness of the community
- Make existing programs (ABE, k-12) more responsive, effective
- Do pro-D – go in and present what you are doing to your teachers
- Don't worry about funding – what would you like to do – dream the dream and then go chase the funds
- System advocacy/embedding for the long term
- Develop local curriculum

X. Description of Best Practices Forum

July 13 & 14

Facilitator: Debbie Purton

The following brief description captures the bare essentials of what happened at the Forum. A working draft of the *BC Framework of Principles and Standards of Good Practice in the Family Literacy Field* will summarize the activities of the Forum, as well as document the results of the discussions, and will be circulated to the family literacy field this fall (1999) for feedback. Final draft will be a culmination of the efforts of Forum participants, the B.C. Family Literacy Working Group and the B.C. Family Literacy field.

Overview

Why a Forum

Family literacy programs in British Columbia are as varied as the communities they are located in, the individuals and groups who develop and implement them, and the family members who participate in them. This great diversity is evidenced by the fact that a roomful of people, attending the Forum, who are involved in family literacy, can provide a different answer to the questions: "What is family literacy?" and "What is a family literacy activity or program?" While flexibility in models and approaches can be helpful in tailoring programs to specific conditions and needs, agreement on principles and best practice standards is needed in order to increase consistency, credibility, accountability and professional standards in the family literacy field.

The Forum provided those with a vested interest in family literacy an opportunity to:

- Identify and discuss key issues and trends
- Begin the process of determining what a BC Framework could/should look like

Highlights

More than 50 people from around the province and across the country met to exchange information about family literacy programs and services and to discuss the components of programs that best meet the needs of families. Forum participants explored several program models from a number of different perspectives. Out of this discussion came the working draft *BC Framework of Principles and Standards of Good Practice in the Family Literacy Field* (see Appendix 11 for Forum Agenda, Preparing for the Two day Forum, and Family Literacy: Intervention or Empowerment?)

D. EVALUATION RESULTS

The following course and workshop evaluation summaries are intended to give a snapshot view of participant reaction to the course or workshop. (Please refer to Appendix 13 for Evaluation forms).

I. Workshop Evaluations

Early Development and Population Health

Presenter: Clyde Hertzman

Date: July 12

The general response to this workshop was very good. Fifty-two people attended this presentation and 24 filled out evaluations. The following are sample comments.

- Excellent presentation
- Research findings – studies on intervention and health index were useful and stimulating. I would like to see this presentation again to pick up the things I missed
- Research presented clearly
- Copies of the brain scans are very impressive
- Lots of useful information. Very interesting
- Research backs what we are doing
- So informative
- It's the back up scientific evidence that I need to sell this to the community and business
- Enthusiastic presentation of statistics
- It was great to hear more about the research relevant to brain development and early learning
- It's great to have knowledge I've always known be validated. I could have listened all morning
- The stories, the discussion about primates, rats and the build up to humans and their development was very interesting and useful
- It's useful to hear the reasons why children learn the way they do
- Information was very complete; research was well recorded and perceived. No contradictions or misinformation
- Presentation style was great
- This was the most comprehensive presentation on brain development and connections to well being. Very well presented and organized
- The depth of knowledge Clyde has and the passion for imparting the information makes him a most enjoyable speaker

The Early Years - Investing in Our Future

Facilitator: Eve Adams, Richmond Health Services, Environmental Health Department

Date: July 12, 1999

The general response to this workshop was very good. Fifty-one people attended this workshop and 34 filled out evaluations. The following are sample comments.

- Concrete information. Clear and precise presentation
- The *First Years Last Forever* booklet will be very useful
- Enjoyed the "What We Can Do" group discussions and reports
- It is encouraging to know that there are people who believe in the early years and early childhood education and literacy
- Questions and answers part of the workshop was useful
- The information was good. It was presented in a style that was very understandable
- Great background experience – good information
- Thrilled this is being developed to take out into the community
- Useful information to be used in presentations in our communities
- I found it useful to have the opportunity to discuss how this information can be used in family literacy
- Linking theory and practice – "why we do what we do" was great
- Straightforward discussion about how we can implement this information in our communities
- It reinforced my ideas and work
- It's always interesting to hear personal experiences and anecdotes. Eve referred to these in a timely and appropriate way
- I found it useful to talk and think about the information and its uses as a group
- A need for personal commitment well emphasized
- Great information on the development of the brain

Hand, Heart and Mind

Facilitators: Mary Gordon/Heather McFarlane

Date: July 13 & 14

The general response to this workshop was very good. In total, over the two days, 49 people attended this workshop and 38 filled out evaluations. The following are sample comments.

- It was simply wonderful. Thank you! Concrete examples and reasons for things
- Practical application and Mary's incredible passion
- Positive encouraging manner for developing inquisitive minds. Respect for past experiences of children and adults
- The message was strongly reinforced by the working and sharing and feeling in the group. Longer. This was just a jumping off point for some of us
- Putting ideas into practice. Excellent workshop
- The ability of the facilitators to foster the interaction and participation of the group was excellent
- Learning tools and books were great

- Everything was well done and put into perspective on the child adult level
- Heart Hand and Mind ideas to use with children
- Activities were excellent - good application of theory
- Mary modeled her beliefs – non-risk-taking activities – excellent team builder
- Inspiring
- Ideas for affordable materials and props
- Philosophy – experience – knowledge –excellent
- It was a validating process, honouring the knowledge, feelings and experiences of those most vulnerable
- It was useful to relate group presentations to theory – great update on children’s literature
- Great ideas for me to take home – very good!
- Hands-on activities
- Respect for different types of learning
- Positive, positive, positive!
- Empathy, passion, compassion, creativity, valuing, a great model for families. Made me feel that I’m not off in left field somewhere. I speak to these issues with my staff
- Responded well to the needs of the group
- I want more time for everything!

Write It Down

Facilitators: Allison Tom/Marina Niks

Date: July 13 &14

The general response to this workshop was very good. In total, over the two days, 48 people attended this workshop and 31 filled out evaluations. The following are sample comments.

- The workshop provided me with a useful framework and tools for thinking about my issues and working toward some answers
- Specific ways to bring research into my practice and use it to reflect and improve things
- These presenters were great!
- Tools for objective observation can be applied to various situations. Initial approach to research – instrument to help focus/zone in on important issues
- Discussion of a movie clip – I got a lot out of this discussion
- The whole idea of research has a new twist. Does not have to be “scientific” but can still be analyzed
- Facilitators interacted well together – don’t separate them
- Looking at aspects of project from different points of view was very useful
- Exercises and explanations were great
- Excellent discovery exercise
- I found the package to work through research questions useful
- Thinking about research and where it can go back home
- Dynamic – the opportunity to work in a group was very useful
- Excellent workshop
- Great introduction to research
- The length was good – a practical way to find my research question
- The group discussions and writing exercises were very useful

II. Seminar Evaluations

Facilitating Adult Learning – Theory into Practice

Facilitator: Carmen Rodriguez

Date: July 15&16

The response to this seminar was very good. In total, over the two days, 49 people attended this seminar and 29 filled out evaluations. The following are sample comments.

- Gave me lots of ideas and food for thought
- I was interested, and surprised with my experiences at this session – I was able to gain a deeper appreciation of the ideas expressed. The group discussions were great – informative and interesting
- Practical application directly to our work
- Carmen is wonderful – an artist in the classroom
- The activities were useful and interesting
- Clearly defining some components of adult literacy and useful ideas for implementing them
- Facilitation skills and relaxed style were great
- Broadened perspectives – Making the connection between theory and practice
- Wide variety of issues addressed, concrete ideas to work with
- The triggers
- The practical aspect of the seminar
- Hands-on approach – student-centred was great
- Large and small group discussion from general to specific
- Facilitator was a good example of adult learning
- Power Flower

Title: Planning Strategically for Family Literacy Program Development

Facilitator: Joan Cowderoy

Date: July 15 & 16

The general response to this workshop was very good. In total, over the two days, 52 people attended this seminar and 30 filled out evaluations. The following are sample comments

- Handouts will be helpful for planning projects
- Working as a group was useful
- The handouts were very stimulating
- It was all useful
- Facilitator was excellent – Joan's knowledge of the topic enabled her to respond to all questions/challenges with confidence – very, very useful workshop
- I found the discussion at my table, process and handouts to be very useful
- Great planning tips – the structure of the seminar was good
- Working through the process was useful
- Great handouts – wonderful, practical ideas for program planning
- Exchange of ideas – facilitators ability to bring people back to task was excellent

- Structure of model and approach will be very helpful
- I found it very useful to hear other's points of view and experience
- Ideas on proposal writing and program development were particularly useful
- Good style, great content, very relevant, good practical exercise
- The step by step approach to planning was great. It helps to break down the process and make it more manageable
- Getting use to the idea of process instead of being caught up in the emotions
- Clear, concise information that will be very useful in my community. Great workshop!
- Sustainability ideas were useful

III. Best Practices in Family Literacy Forum Evaluations

Facilitator: Debbie Purton

Date: July 13 & 14

The general response to the Forum was very good. 59 people attended the Forum and 35 filled out evaluations. The following are sample comments.

- Everything I learned today is very important. I liked the participatory nature of the organization and looking at what's important from the perspectives of various stakeholders
- I liked discussion with peers on issues in family literacy. The forum prompted me to think again about issues and practice. Your plans are good
- I liked: sharing ideas, discussion and clarification of family literacy, working with models (discussion and presentation of how they worked), meeting such dedicated people, conversations with people from different regions
- Things I found useful: group discussion – the group work was very useful and I think there should be more of it in the future
- I liked the opportunity to discuss philosophies and practices and to give input to the Provincial Family Literacy Group
- It was great to have the opportunity to be part of the process

Things I liked Most:

- Clear definitions of family literacy, clarification of best practices, guidelines I can take home so we can "spread the word"
- The dedication of participants and organizers, exercises and sharing information
- The discussions were "mind expanding"
- Being part of the creation of an important document related to family literacy, the flexibility provided in working through various models, discussion with such a variety of people and perspectives, contact with various community group representatives, diverse opinions, discussion with colleagues from across Canada, descriptions of exemplary programs
- The open, supportive environment, the resources at the back of the room, the facilitator's organization and presentation style, the readings were excellent, networking
- The descriptions of running programs
- Mary Gordon's program description, opportunity to hear other's ideas, the range of experience represented
- The sense that all comments and ideas are valued and appreciated, the openness,

collaborating, welcoming and informative environment, you did a great job organizing this

- Sitting with Audrey Thomas
- The information was well documented, the speaker was well informed and reports were up to date and useful for future reference
- Well organized, excellent participatory process

IV. 1999 Family Literacy Summer Institute Evaluation

The following are samples of participant comments taken from the overall Institute evaluation. In general, participants felt that the Institute was well organized and provided them with the opportunity to network with colleagues in the literacy/ABE field, receive high quality instruction and increase their skill level. There were 79 participants over the one-week institute. 30 participants filled out the Institute Evaluation. The following are samples of the comments we received.

Section One: Summer Institute Organization

Participants were asked to rate the following aspects of the Institute. The bolded numbers represent the responses.

Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5
1. Pre-Institute Publicity				
			1 2 3 4 5	
			1 3 7 11 6	
2. Accessibility of Information				
			1 2 3 4 5	
			1 3 3 11 9	
3. Registration Process				
			1 2 3 4 5	
			2 1 11 15	
4. Confirmation				
			1 2 3 4 5	
			1 1 1 10 14	
5. Registration Desk				
			1 2 3 4 5	
			1 1 7 15	
6. Facilities for Sessions				
			1 2 3 4 5	
			1 2 2 6 17	
7. Accommodation				
			1 2 3 4 5	
			2 7 13	

8. Meals	1	2	3	4	5
	1	2	7	6	10
9. Parking	1	2	3	4	5
	1	1	2	4	5

Comments on Organization:

- Overall a very good experience. Exceedingly well organized with everything well planned and thought out. Small problems were taken care of promptly by Jean. Particularly enjoyed Mary Gordon.
- Very good! Loved the information and meeting with other halves
- Very organized
- Very well done, however, would have appreciated shorter days
- Superb
- Very well organized, obviously a lot of work by a dedicated group
- Jean and Anne did a wonderful job. I salute them
- As always, you have done a wonderful job, Jean
- Very good – receipts could have been included in registration package
- I'm grateful for the reduced cost of parking. It makes things simpler and reduces my overhead as well. Also that the classrooms are so near to the parkade is wonderful. I love the PIPERCARD system and the classes are great
- Very well organized. Great job Jean and Anne
- Intense schedule. Lots of info packed into a week, but will be very grateful for lots of this information in 1999-2000
- Well done. I enjoyed it very much
- Good organization overall. Good to see administrator checking in to see that all participants were okay

Section Two: Structure of Institute

1. Did the Institute meet your expectations? In what way(s)?

- very informative and stimulating
- Yes. Enjoyed the Best Practices Forum, in particular the discussion of principles and standards. Found this very stimulating and worthy of more discussion
- I expected to learn new things and I did. I also expected to get a picture of literacy from different provincial perspectives. I got that
- Yes. Information on brain development was excellent. Great family literacy models
- Would have liked more program content
- Yes. Particularly liked brain research
- Yes. Really enjoyed the session I attended with Carmen. Thanks Carmen
- Yes. Professional development, networking – excellent location
- Yes. I have lots to take home and reflect upon
- Yes. The information was relevant and useful to me in my work

- Yes. Excellent presentation by Mary Gordon. Very good popular education with Carmen Rodriguez
- Yes. High level of expertise of the speakers
- Yes. Lots of information and meeting with other family literacy workers
- Yes. I'm bagged
- Yes. More so in some regards
- Yes. Very practical information
- Yes. Some of the information I don't think I will use but it is very good to have
- Yes. Good quality. High level expertise in each workshop and presentation
- Yes. However, a bit disappointed in that there wasn't more about sustainability in that seminar
- Yes. Exceedingly well – easy to access
- Yes. Planning of workshops and exercises. Very new to the field, so came with an open mind

2. Did the Institute provide an opportunity to extend family literacy networks? In what way(s)?

- Lots of opportunity to interact with others in the field, both socially and in sessions
- Yes. Enjoyed meeting Mary Gordon once again and her ideas and description of the Parenting Centres in Toronto. Enjoyed getting to know Jean Rasmussen and will use her as a resource to develop local ideas
- Meeting, talking to people – the contact sheet. Thanks
- Yes, very much so
- Yes. That is what a major part of the agenda is. Great work Jean!
- Yes – network with other practitioners
- Yes. Met and exchanged ideas with lots of people – put faces to names
- I have made many contacts. I will be interested in keeping track of proposed program developments
- Yes. Chats during breaks and in the evenings
- Meeting with other facilitators – sharing of principles
- Yes. Lots of contacts – meeting the faces behind the names
- Yes! Time spent here for a week naturally creates these networks
- Yes. Just being introduced to other people in the field is the greatest aspect of the Family Literacy Institute
- Yes. Made lots of contacts
- Yes. It was an excellent networking opportunity
- Yes. The fact that we were able to interact with others is great and supports that learning takes place in various forms – interaction with people is one of them
- Yes. Like dinners, shared accommodations, discussions and workshops
- Yes. This year I had a wide range of knowledge and ideas. I wished I had brought my team so that they could share in the learning experience with me

3. Would you attend another Summer Literacy Institute in the future?

Yes 24 No 0

Why/why not?

- A very worthwhile event
- Very informative
- Networking – background on field
- It was fun and informative
- To schmooze
- I'm sure that once there are more organized family literacy programs developed, future conferences will be very interesting
- I always learn so much. Networking is very valuable
- Depends on topic and cost
- Networking – more current trends and information
- I feel energized afterwards
- Definitely
- I learned many techniques, which I did not know before. I met great people who have helped me
- Awesome resources, lectures, communication

4. What topics would you like to see addressed in the future?

- More on brain development. More ideas on possible approaches, materials
- More concrete programs and techniques
- Homespun
- Tutor training
- More information on successful programs
- Webpage design – methods to research and document family literacy
- First Nations programming, funding development, learning disabilities, assessment tools for adults
- Examples of programs
- Addressing the dual role most coordinators play – program development and delivery, and fund raising and long term sustainability
- First Nation's community literacy programs, success stories, learning disabilities, fund raising methods other than government – foundations, corporations, etc.
- Recruitment and retention of learners, funding avenues

5. How will you use the skills/knowledge gained, as a result of the Institute, in your work?

- In the development of our Family Literacy Program. Will now know more clearly what to look for in a co-ordinator and will use good practice model from Saskatchewan as a guide
- Add to my current programs. Share with my networks back home. Future planning
- In my practice
- Put ideas into action, review how all is done and see how it can be used

- This has been a great opportunity to observe the provincial pictures of several provinces. Some of this information will be useful when looking at my own province
- To help in my teaching and in planning programs
- Clyde Hertzman's presentation will be useful in community awareness and partnership building. Mary Gordon's ideas will be great in programs. Joan Cowderoy's information will be immediately useful in planning for next year
- Use popular education principles and instruction. Document progress better. Take the pressure off participants and focus on program results
- To start researching how I will continue development of my program
- To design and implement programs
- A frustration of mine is not always being able to utilize the training I take
- Working towards getting family literacy in my community. I'll use Carmen's ideas in my class
- I will try to implement some of the ideas and programs which I have heard about
- I have the big picture now and lots of information. Now I need to take it into my community. I will share the information with the board
- Re-evaluating our family literacy program. Using some of the children's activities in our program

6. Name one or two goals you now have for yourself as a family literacy practitioner?

- Form an advisory committee and create good practice statements
- To add workable pre-school activities in small groups
- Program development and sustainability
- To run successful programs and keep up on resources
- To continue to empower the learners and keep better data
- To get a full time family literacy coordinator for my community
- Improve hands-on workshop content and revisit planning and evaluation
- To improve my existing service, to start research on what direct service I will offer
- To establish clear measurable goals for my program and to remember the "power-flower" in my work with adults
- I see where I can strengthen my programs
- Set about getting information to interested bodies
- I want to improve my practice in adult education
- To activate a plan respectful of the culture in which I live and to be sure that my society to which I am accountable is prepared to do the other things (fund raising etc.) so I can concentrate on my program

7. The most useful aspect of the Summer Literacy Institute was:

- Learning from other professionals in the field
- Information – lots of it and very good
- Very high quality presenters, well done
- New ideas
- Networking
- The chance to talk to others, get ideas and learn that others have the same problems as everyone else does when they start programs

- Clyde Hertzman's research – Mary Gordon's workshop and inspiration
- The most immediately useful aspect was the information from Mary Gordon
- Exchange of ideas on a personal level
- Mary Gordon, Allison Tom, Carmen Rodriguez, and Joan Cowderoy
- I found all units great – the Best Practices Forum may have been better placed at the end of the Institute
- Facilitating Adult Learning
- Hand, Mind and Heart. Mary was excellent and I could have listened to her for a week

8. The least useful aspect of the Institute was:

- Too much time spent examining good practice statements – models to theory rather than practice
- Policy making is not my thing
- Long afternoons
- Policy and standards work – although I know this will be very useful in the long run
- Swimming (two comments)
- Forum Day 2 (one comment)
- Being so tired
- Best Practices Forum (one comment)
- The Early Years: Investing in Our Future (one comment)

9. What improvements would you suggest?

- Shorter days and two week sessions. No need to organize after class activities
- Could have been an alternative for non-BC people during program guidelines sessions
- Process afternoons should have been shorter or spread over more days
- Ice breakers or warm up activities would help people get to know each other at the beginning
- Sessions no later than 5pm
- Small focus groups for best practice standards
- Shorten the Best Practice sessions
- If the book people could stay longer, that would be great. Inviting publishers would be good idea too

10. Additional comments:

- No one talked about programs that do not work. Rosy pictures?
- Great job Jean
- Resource people were exemplary. Thanks!
- An organized site seeing tour of Vancouver with someone who is knowledgeable about the city would be great.
- Excellent organization and great workshops. Congratulations. I learned a lot
- Perhaps Institute could be longer to incorporate shorter days to avoid feeling overloaded and tired, especially when good stuff is happening all week. You want to be alert in participating in everything. Transferring Best Practices at the end would be good. I'm hoping that the notes for the Institute will be out within a month so that the information will still be relevant

March 8, 1999

Dear Colleague:

We are looking into the possibility of holding a Family Literacy Summer Institute to be held July 18 to 24 at Simon Fraser University, Burnaby Campus. The Institute will be open to family literacy practitioners from British Columbia. Approximately 50 people will be able to attend and shared townhouse accommodation will be available.

The Family Literacy Summer Institute will be a one week long program offering literacy practitioners an opportunity to attend morning and/or afternoon sessions.

We would appreciate your input in helping us design the course(s) and/or workshops. Please fill out the following **NEEDS ASSESSMENT** and return to us by fax (604-684-8520), email (jrasmussen@hubcap.mlnet.com), or post (see address below) no later than **April 1, 1999**.

Thank you in advance for taking the time to respond to this request.

Sincerely,

Jean Rasmussen
Family Literacy Development Project Coordinator

1999 FAMILY LITERACY SUMMER INSTITUTE NEEDS ASSESSMENT

Name:-----

Address:-----

City/Town:-----

Province:----- Postal code:-----

Phone (Home):----- (Work):-----
(Fax):----- (E-mail):-----

**1. Would you be interested in attending a 1999 Family Literacy Institute?
YES or NO?**

**2. If you participate in the 1999 Family Literacy Summer Institute would you be
willing to have your contact information published and distributed to the other
participants of the 1999 Family Literacy Summer Institute?
YES or NO?**

**2. We are currently examining the possibility of participants
receiving credit for attending the 1999 Family Literacy Summer Institute.
Are you interested in this? YES or NO?**

**3. If yes, towards what program would you like credit applied?
(Certification; College/University credit). Please specify.**

4. What is your current job or role in Family Literacy?

**5. How long have you worked in the Family Literacy field?
In what capacities?**

**6. Have you had any specific training in Family Literacy? If so, what
courses/program?**

Appendix 2

**1999 Family Literacy Summer Institute
Brochure**

Wednesday, July 14

8:30 am

Workshops

(Choose one)

Hand, Mind and Heart – Early Childhood Program Development

Facilitator – Mary Gordon, Administrator of Parenting and Family Literacy Programs, Toronto Board of Education

For a description of this workshop, see Tuesday's program.

or

Write it Down!

Facilitator – Allison Tom, Professor/Researcher, Faculty of Education, University of British Columbia

For a description of this workshop, see Tuesday's program.

12:30

Lunch Break

1:30 - 6:30

Best Practices in Family Literacy Forum Continued

Facilitator – Debbie Purton, Project Consultant, National Literacy Secretariat, and Literacy Specialist for Saskatchewan Literacy Network

Day Two – Develop the BC Framework of Principles and Standards of Good Practice in Family Literacy.

7:00 - 9:00

Evening Group Activity (TBA)

Thursday, July 15

8:30 - 4:30

All-Day Seminars

(Choose one)

Facilitating Adult Learning – Theory into Practice

Facilitator – Carmen Rodriguez, Writer/Sessional Teacher, Simon Fraser University

This highly interactive seminar will present a Popular Education Model for Adult Learning and Community Development. Participants will engage in hands-on activities that will provide them with specific tools to bridge the gap between theory and the practice of adult education.

or

Planning Strategically for Family Literacy Program Development and Sustainability

Facilitator – Joan Cowderoy, Management Consultant and Process Facilitator

A hands-on practical approach that will help participants see the value of and gain user-friendly tools for key functions integral to sustaining programs today. The focus in the morning will be on planning and evaluation, and, in the afternoon, proposal writing and reporting. This seminar will be interactive and experiential using examples that are directly related to literacy programming in BC.

12:30

Lunch Break

7:00 - 9:00

Evening Group Activity (TBA)

Friday, July 16

8:30 - 4:30

All-Day Seminars

(Choose one)

Facilitating Adult Learning – Theory into Practice

Facilitator – Carmen Rodriguez, Writer/Sessional Teacher, Simon Fraser University

For a description of this seminar, see Thursday's program.

or

Planning Strategically for Family Literacy Program Development and Sustainability

Facilitator – Joan Cowderoy, Management Consultant and Process Facilitator

For a description of this seminar, see Thursday's program.

Registration

Register Early! Space is limited.

Institute Fees

Sunday, July 11 - Saturday, July 17, 1999

- ☐ One week with accommodation and meals (includes access to all seminars, workshops and forum) \$300
Registration - Sunday, July 11, 1999, 3:00 to 9:00 pm
Check-out - Saturday, July 17, 1999, 12:00 Noon

Monday, July 12 - Friday, July 16, 1999

- ☐ One week without accommodation (includes lunch plus access to all seminars, workshops and forum) \$200
Registration - Monday, 8:00 to 9:00 am,
Halpern Centre, Room 126

On-site Accommodation

Shared townhouse accommodation will be available on-site, including a limited number of rooms for children and/or partners of Institute participants.

Will you need accommodation? ☐ Yes

Will you require additional accommodation for family members: ☐ Yes

If so, please indicate number of rooms _____
(\$30 per day per room)

Will you need special accommodation? ☐ Yes

Please specify _____

Would you prefer your accommodation without children? ☐ Yes

Single Session Fees (Subject to availability)

Monday, July 12

- ☐ Early Development and Population Health
(Seating limited to 80) \$30
☐ Early Years: Investing in Our Future
(Seating limited to 80) \$30

Tuesday, July 13

- ☐ Hand, Mind and Heart
(Seating limited to 25) \$30
☐ Write it Down!
(Seating limited to 25) \$30
☐ Best Practices in Family Literacy Forum
(including dinner) \$100

Wednesday, July 14

- ☐ Hand, Mind and Heart
(Seating limited to 25) \$30
☐ Write it Down!
(Seating limited to 25) \$30

Thursday, July 15

- ☐ Facilitating Adult Learning - Theory into Practice (Seating limited 25) \$60
☐ Planning Strategically for Family Literacy Program Development and Sustainability (Seating limited to 25) \$60

Friday, July 16

- ☐ Facilitating Adult Learning - Theory into Practice (Seating limited to 25) \$60
☐ Planning Strategically for Family Literacy Program Development and Sustainability (Seating limited to 25) \$60

Name/Organization _____

Address _____

City _____

Province _____ Postal Code _____

Telephone _____ Facsimile _____

E-mail _____

Bill \$_____ to my:

☐ Cheque enclosed (payable to Literacy BC) ☐ Visa ☐ MasterCard

Card Number _____ Exp. date _____

Signature _____

Institute fee includes
\$75 non-refundable charge.

Return the completed form with
registration fee to:

Literacy BC
601 - 510 West Hastings Street
Vancouver, BC V6B 1L8

For more information, contact:

Jean Rasmussen, Projects
Coordinator

Phone: (604) 684-0624

Fax: (604) 684-8520

E-mail: jrasmussen@hubcap.mlnet.com

Appendix 3

**1999 Family Literacy Summer Institute
Schedule**

INSTITUTE SCHEDULE

MONDAY, JULY 12

The following activities will be held in the Halpern Centre, Room 126

- | | |
|---------------------|--|
| 9:00 am to 10:00 am | Registration For Off-Site Participants |
| 10:00 am | Welcome
Jean Rasmussen,
Provincial Family Literacy Development Project Coordinator
Special Presentation
Linda Mitchell, Executive Director Literacy BC
Opening Address – The Changing Face of Families In BC
Carol Matusicky, Executive Director, BC Council for Families |
| 10:30 am | Keynote Speaker
Clyde Hertzman, Early Development and Population Health |
| 12:30 pm | Lunch – Not provided in Halpern Centre. Use cafeterias |
| 1:30 pm to 5pm | The Early Years: Investing in Our Future
Eve Adams |
| 7:00 pm to 9 pm | The National Children's Agenda
Gavin Brown, Manager Federal/Provincial Relations
Ministry for Children and Families |

TUESDAY and WEDNESDAY, JULY 13 & 14

- | | |
|---------------------|--|
| 8:30 am to 12:30 pm | Hand, Mind and Heart - Room 3533
Mary Gordon/Heather McFarlane |
| 9:30 am to 12:30 pm | Write It Down – Room 3535
Allison Tom/Marina Niks
Lunch |
| 1:30 pm to 6:00 pm | Best Practices In Family Literacy Forum
Halpern Centre – Room 126
Debbie Purton |
| 6:00 pm to 7:30 pm | Reception – Light dinner (both nights) - cash bar (Tuesday Only)
Halpern Centre – Room 126 |

THURSDAY and FRIDAY, JULY 15 & 16

- | | |
|--------------------|---|
| 8:30 am to 4:30 pm | Planning Strategically for Family Literacy Program Development and Sustainability – Room 3533
Joan Cowderoy |
| 8:30 am to 4:30 pm | Facilitating Adult Learning – Room 3535
Carmen Rodriguez |

Special Events:

Tuesday July 13, Reception and Light dinner in the Halpern Centre, Room 126, 6 to 7:30pm

Wednesday July 14, Group Swim Night. The pool has been reserved for the participants of the Institute between the hours of 7:30 and 9:00 pm (no charge)

Thursday July 15, Movie Night in room 3535 – West Mall Centre

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Evolving family forms are now a significant part of the social pattern in this province, as they are throughout Canada. These changes in family structure have radically altered our notions of what families should look like. There are now many family forms and various combinations of caregivers, and it is increasingly likely that many children will live in more than one type of family before they reach their adult years.

Thirty years ago, the majority of BC families consisted of a male wage-earner and a stay-at-home spouse. By 1988, the dominant family type was the double-income family with both spouses present and both spouses working outside the home. This trend continues today. Today, two-out-of-three women in two-spouse families with children under the age of 16 were in the paid work force, and six-out-of-ten women in two-spouse families whose youngest child was less than age three were employed.

Although similar in proportion to fifty years ago, the numbers of one-parent families are on the rise. The majority of one-parent families (82%) are headed by women, increasingly by young women, and the majority are poor. Families are also more mobile. Children may have to change schools and lose friends in the process. Families may lose the immediate support of relatives and other support networks.

2) BC is becoming more diverse.

While diversity enriches our society, it also creates the need for greater understanding of different attitudes to child-rearing and family life. Those of us who populate BC come from a variety of cultural backgrounds. This cultural diversity will continue to increase.

Culture is a key issue in family life. Cultural beliefs and practices shape our values, actions and reactions throughout a lifetime, affecting attitudes to childrearing and relationships with other family members. With immigrants making up 26% of the population, BC is one of the country's most culturally diverse provinces and Canada's highest immigrant-receiving province on a per-capita basis. BC, with only 12% of Canada's population, absorbed 21% of the country's new immigrants in 1995. Since 1979, Asian countries have accounted for the majority of new immigrants to BC; for example, in 1995, 77% of the 44,073 immigrants to BC came from Asian countries. Close to half of all immigrants to the province have no English language ability. Immigrant parents face a number of challenges. Many have their own adjustment problems (culture shock, etc) and encounter different expectations about good parenting and about what children are allowed to do. In addition, refugees who have experienced torture, witnessed extreme violence, endured great hardship, need help to overcome their traumatic experiences as well as support for parenting.

3) The social climate is changing

The changing social climate brings influences on children's behaviour that are more powerful and pervasive than in their parents' day. While for some, traditional influences on behaviour continue to be family, school and religion, for others it is the media and peer groups they turn to for information and as role models.

4) The economic climate is harsher.

BC is a province of economic extremes. While some British Columbians enjoy substantial wealth, harsher economic circumstances affect many families, children and youth. Since the mid-

70's, growth in income has been stagnating in real terms with younger families worse off than other age groups. The incidence of poverty is increasing. In BC one in five children live in poverty. (A national disgrace). Nationally, the Vanier Institute of the Family in a recent study, estimated that it takes a family of four **77 weeks** to make ends meet.

5) The role of women in the family has changed.

Although most women are now employed *outside* the home, they still do most of the work at home as well, putting in a "second shift" of cooking, cleaning and childcare and/or eldercare after their day in the paid workforce ends.

A growing number of studies report that a majority of working men and women experience stress or anxiety related to balancing the conflicting demands of work and family. The most susceptible to this conflict, not surprisingly, are parents of preschoolers and workers with dual responsibilities for the care of children, the elderly, the disabled or infirm family members.

6) Families are often getting the leftovers.

Families are experiencing a growing time "crunch." The "leisure society" so readily touted in the 1960's has, for the most part, become a society of exhausted workers for whom time for children, time for sleep, time for relaxation, and time for community involvement has become ever more elusive. This has increased the isolation that many individuals and families experience.

7) There is a perception of increased violence.

Whether real or perceived, people report that they feel more threatened by violence to themselves and their children than they did 20 years ago. (Give example of Health Canada focus group with

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young dads of children under 6 years of age: "What did they think was different for them as parents than for their parents?"). This has tremendous implications for the healthy and safe development of children and youth.

A CLOSING THOUGHT ON FAMILIES TODAY

Many years ago I came across a passage written by Margaret Mead. I haven't found anything that epitomizes more succinctly the situation of families today and the experience of living family life today.

She said:

"We now expect a family to achieve alone what no other society has ever expected an individual family to accomplish unaided. In effect, we call upon the individual family to do what a whole clan used to do."

I believe one of our major challenges is the rediscovery of that clan, the rediscovery of community.

There is always a pull between work and home. I like to be available for my children ... I think it is important that they have someone around as a supportive and constant presence when they face challenges. At work, I want to focus on helping my clients and performing my duties well. And then there's the laundry!

Mother of a 12 and 15 year old

...we now expect a family to achieve alone what no other society has ever expected an individual family to accomplish unaided. In effect, we call upon the individual family to do what a whole clan used to do.
(Margaret Mead)

Appendix 4

Opening Address And Overheads

1999

**FAMILY LITERACY
SUMMER INSTITUTE**

**SIMON FRASER UNIVERSITY
BURNABY CAMPUS, BC
JULY 12-16, 1999**

OPENING ADDRESS

**DR. CAROL MATUSICKY
EXECUTIVE DIRECTOR
BC COUNCIL *for* FAMILIES**

THE CHANGING FACE OF FAMILIES IN BC

THE CHANGING FACE OF FAMILIES IN BC

I was delighted to be asked to participate in the 1999 **FAMILY LITERACY SUMMER INSTITUTE**. Congratulations to **LITERACY BC** for their leadership and to the funders **HUMAN RESOURCES DEVELOPMENT, CANADA** and **THE NATIONAL LITERACY SECRETARIAT**.

In the time that I have with you this morning I'd like to do two things. One is to look at some of the things we know about families in BC today. The second is to share some reflections with you on family learning.

I. WHAT DO WE KNOW ABOUT FAMILIES IN BC TODAY?

Let me outline some of the trends and changes that are taking place in families in BC today and in the context in which families live today. I'm sure you'll see some of your own family in them as well as the families with which you work.

1) Families are changing.

Recently, the BC Council for Families, in partnership with STATS CANADA, produced a report entitled, **DIVERSITY AND CHANGE: A PROFILE OF BRITISH COLUMBIA FAMILIES**. What did we find? Not surprisingly - families today are smaller than those of our parents and grandparents. Both men and women are marrying later and having fewer children. More couples live together outside marriage; more children live in lone-parent families or stepfamilies. People are living longer and staying healthier and more active as they age.

TRENDS AND CHANGES TAKING PLACE IN B.C.

1. FAMILIES ARE CHANGING
2. B. C. IS BECOMING MORE DIVERSE
3. THE SOCIAL CLIMATE IS CHANGING
4. THE ECONOMIC CLIMATE IS HARSHER
5. THE ROLE OF WOMEN IN THE FAMILY HAS CHANGED
6. FAMILIES ARE OFTEN GETTING THE LEFTOVERS
7. THERE IS A PERCEPTION OF INCREASED VIOLENCE

MANAGEMENT BRIEFS

Work-life balance tops list

Balancing work and their outside lives is employees' No. 1 concern, say 88 senior human resources executives surveyed this spring and summer.

Some participants admitted that employers are making the balancing act tougher by continuing to demand more from staff, says Nadine Winter, whose consulting firm did the research.

The survey was co-sponsored by Canadian HR Reporter newspaper. Ms. Winter concluded that the issue is not yet receiving enough attention from Canadian corporations.

Globe & Mail
Nov 3, 1998



Simon Fraser University
Burnaby Campus, BC
July 12 - 16, 1999

1999 Family Literacy Summer Institute

Funded by
Human Resources Development
Canada, The National Literacy
Secretariat



Research • Program Delivery • Partnership Building • Practice

**Monday,
July 12**

- 9:00 am** **Registration for off-site participants**
- 10:00** **Welcome**
Opening Address – The Changing Face of Families in BC
Carol Matusicky, Executive Director, BC Council for Families
- 10:30** **Keynote Speaker**
Clyde Hertzman, Professor, Department of Health Care and Epidemiology, Faculty of Medicine, UBC, and Associate Director of the BC Canadian Institute of Advanced Research (CIAR), Population Health Program
 A presentation on Early Development and Population Health – the complex relationship between life course and social/economic-psychosocial conditions.
- 12:30** **Lunch Break**
- 1:30 - 5:00** **The Early Years: Investing in Our Future**
Facilitator/Presenter – Eve Adams, Richmond Health Services, Environmental Health Department
 This workshop will demonstrate how we might use the recent research on early brain development in our programs and communities (e.g., presentations to parent groups, community organizations, business and other educators). It will include perspectives from a variety of different disciplines as well as specific applications for the research.
- 7:00 - 9:00** **Evening Group Activity – To be announced**

**Tuesday,
July 13**

- 8:30 am** **Workshops**
(Choose one)
Hand, Mind and Heart – Early Childhood Program Development
Facilitator – Mary Gordon, Administrator of Parenting and Family Literacy Programs, Toronto Board of Education
 This workshop will teach practitioners how to connect theory and practice in a fun-filled hands-on session and will emphasize the importance of combining thinking, feeling and doing in family literacy work.
- or*
- Write it Down!**
Facilitator – Allison Tom, Professor/Researcher, Faculty of Education, University of British Columbia
 This workshop will explore a number of different strategies for documenting our work in the family literacy field. Participants will be given the opportunity to share current practices with the goal of further developing documentation skills.
- 12:30** **Lunch Break**
- 1:30 - 6:30** **Best Practices in Family Literacy Forum**
Facilitator – Debbie Purton, Project Consultant, National Literacy Secretariat, and Literacy Specialist for Saskatchewan Literacy Network. Debbie has been involved for the past two years in developing a framework for Family Literacy Best Practices and Standards in Saskatchewan.
 This two-day interactive forum will address the need to develop a BC framework of principles and standards of good practice in the family literacy field. All Institute participants will have the opportunity to work together in small and large group activities.
- Day One — What is Family Literacy?**
 In this first session, we will take a critical look at family literacy models and programs at the provincial, national and international level.
- 7:00 - 9:00** **Evening Group Activity (TBA)**

Aging And Eldercare

It's a subtle building up of dependency that happens. I've never had children but now I have a 77-year-old child. And it's going the other way, rather than becoming independent like your children would, it's the reverse where they become more dependent. I'm feeling overwhelmed because I'm looking down the road at all these things I have to do.

Daughter whose mother's health is deteriorating

Our routine is crazy. We just feel stretched to the max. There's never enough money or time to relax. We can't have time for ourselves.

Mother of four children, ages 4-11, working part-time

Appendix 5

Keynote Address Child Development and Long-Term Outcomes: A Population Health Perspective And Overheads



CHILD DEVELOPMENT AND LONG-TERM OUTCOMES: A POPULATION HEALTH PERSPECTIVE AND SUMMARY OF SUCCESSFUL INTERVENTIONS

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Department of Health Care and Epidemiology, 5804 Fairview Ave., University of British Columbia,
 Vancouver, BC, Canada V6T 1Z3

Abstract—Studies of socioeconomic gradients in mortality in wealthy societies reveal that they have been persistent, and included most of the principal causes of death, even during the era when these principal causes of death have entirely changed. This observation has led to an interest in the ways in which the diversity of conditions of life, unfolding over the life cycle, can become embedded in human biology and subsequently affect health status and vitality. There is evidence that childhood experiences affect subsequent health status (as well as well-being and competence) in profound and long-lasting ways. Conflicting explanatory models of the impact of childhood experiences have been advanced, whose conflicts are political in nature, in that they reflect divergent beliefs about how human potential expresses itself, and, also, about the nature of the obligations which members of society have to one another. Notwithstanding these conflicts, a body of evidence derived from intervention studies in the post-neonatal, preschool, and school age periods suggest that performance in two basic domains of child development, the cognitive and the social-emotional, can be modified in ways which improve health, well-being, and competence in the long-term. Copyright © 1996 Elsevier Science Ltd

Key words—population health, children, intervention studies, cognitive development, determinants of health

THE LIFELONG IMPACT OF CHILDHOOD EXPERIENCES FROM A POPULATION HEALTH PERSPECTIVE

A belief in the lifelong significance of childhood experiences is implicit in many late twentieth century institutions. It reflects itself in the special protection of the physical, social, and ideological environment of children, and in the extent of investment in education for the young. Yet despite its protean manifestations, there is no working consensus on just exactly how, and to what extent, the experiences of childhood influence later life.

Somewhat romantically, we could envision a bygone era when a working consensus did exist. The movements to eliminate child labour and bring about universal publicly funded education must have been sufficiently well articulated by their advocates, understood by the population, and accepted by those with antagonistic material interests to have overcome the prevailing norms of the time. Some insights of that era have endured. Most of us, if challenged, could recite commonly accepted wisdom about why reintroducing illiteracy and semi-slavery among children might bode poorly for them, and for society, in the decades to follow.

An analogous claim cannot be made for the present, when societal change threatens both the social environment of the child and the economic viability of the family and community. For example,

across North America approximately 50% of single parent families live in poverty [1], and the overall proportion of children so affected will likely continue to rise with the rising proportion of families headed by a single parent (and with economic stagnation). Among two parent, two wage earner families, still the most common type in Canada [2], time allocation and child care arrangements are in a state of chaos [3]. Fewer than half of parental couples work fully overlapping, regular work weeks, making family time rare. Young children often find themselves cared for in three to five different places each week. High school drop-out rates hover around 30% [4]. Yet society has no working consensus on the significance of such problems and has not collectively committed itself to addressing them.

This state of indecision embodies a paradox, because rapidly accumulating evidence is revealing an impact of childhood experiences on subsequent health, well-being, and competence which is more diverse, profound, and longlasting than was ever understood in the past.

POPULATION HEALTH AND HUMAN DEVELOPMENT

"The impact of childhood experiences on subsequent health, well-being, and competence" is a broad topic, and there are many potential avenues of entry into it. One useful avenue is the population

health perspective, which addresses the question, "What makes some populations healthier than others?" This line of inquiry begins with a big fact: life expectancy increases with increasing socioeconomic status [5] in virtually all developed countries [6] for which data are available [7]. The pattern is not, typically, a simple difference between rich and poor. Rather, it is a monotonic "gradient", wherein successive population quantiles, graded according to increasing levels of income or education, or by occupational class, enjoy increasingly long and disability-free lives. This line of inquiry leads to the further observation that the magnitude of socioeconomic gradients in life expectancy have remained largely unchanged throughout the twentieth century, *despite a complete change in the principal causes of death*. This is counterintuitive from a biomedical perspective, since it suggests that the fundamental causal pathways are not dependent upon risk factors for specific life-threatening conditions, such as smoking, drinking, and compliance with seat belt legislation. Rather, the implication is that the diversity of conditions of life can somehow become directly embedded in human biology, such that human vitality can be directly affected by social hierarchies in a consistent manner across wide expanses of space and time [7].

The stability of socioeconomic gradients, despite massive shifts in the causes of mortality, is a large topic in itself. To thoroughly understand it, it would be important to carefully consider health impacts deriving from each element of the social environment, and across all levels of social aggregation. But the perspective of this paper is the life cycle of the individual, which encompasses a complementary, longitudinal dimension.

Consider, for example, the political changes in Central and Eastern Europe over the past six years. These have had a profound and negative impact on health status in several countries in the region [8]. This effect is definitely societal-wide and, at first glance, cross-sectional, in the sense that it cuts across a wide range of age groups. What cannot be answered from the aggregate data is whether or not the specific individuals whose health status has suffered over the past six years had experienced systematically different living conditions up to the time of the political changes. This is where the complementarity of perspective emerges. It is the notion of "biological embedding", as described in the previous paragraph, which raises the prospect of a link between human development and population health. In the example just described, this means addressing the question of whether or not there are life cycle determinants of the population subgroups which prove most vulnerable to stressful social and political change. It is this perspective which is given further consideration here.

Insights into biological embedding come from a variety of sources, including primate studies, studies of critical periods in brain development, and the

emergent fields of psychoneuroimmunology and psychoneuroendocrinology. For instance, it has been demonstrated that the neurological system can "talk to" the immune and endocrine systems which, in turn, can affect resistance to disease and the function of vital organs, respectively [9, 10]. This provides a modicum of biological plausibility to the notion that the conditions of life, filtered through a perceptual screen, could affect vitality through a wide variety of pathological mechanisms. But this is only part of the story. What is missing is an understanding of how differing human experiences, unfolding over time, initiate and sustain processes which lead to differing levels of vitality among different social classes. A developmental perspective which begins at the very beginning of life would seem indispensable here. In practice, this means paying particularly close attention to insights gleaned from longitudinal studies, especially those which begin at birth and follow large population samples for decades into the future.

Complexity

From the perspective which has just been described, health, well-being, and competence are intertwined. The study of well-being becomes the study of the perceptual screen. The study of competence becomes the study of how individuals and groups respond to the conditions of their lives and change them through problem solving. The study of health becomes the study of vitality, stratified by various levels of disability. This conceptual framework, in turn, offers an approach to developing a working consensus on how, and to what extent, the experiences of childhood influence later life.

Relevant research and insights are to be derived from a bewildering variety of disciplines, levels of population aggregation (from the cell to the nation), and species of life. This situation creates opportunity, which is self-evident, and danger, which requires some explanation. That is, there is a high probability that reductionist syntheses of information will intersect with conflicting ideologies to produce protracted, and ultimately futile, debates. Consider the following examples, which highlight different aspects of the complex issue.

Example 1. In the Kauai birth cohort study [11, 12] it was found that severe perinatal stress (i.e. complications of pregnancy, labour, and delivery) *did not* impair the physical and psychological development of children from high and middle socioeconomic status families. Figure 1 shows that, by 20 months, the average "developmental quotient" for low socioeconomic status children who had experienced severe perinatal stress was much below similarly stressed children from higher socioeconomic status families. In contrast, low socioeconomic status children who had experienced mild or moderate perinatal trauma were developmentally much closer to their more affluent counterparts [11]. The special

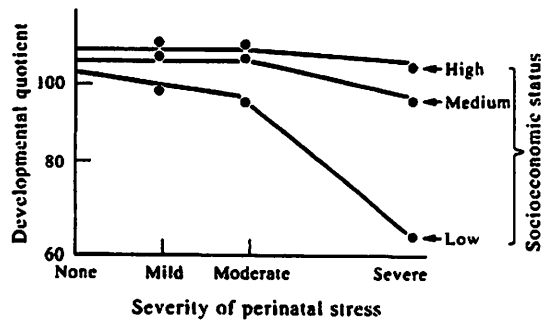


Fig. 1.

importance of these findings is that they suggest that certain aspects of high socioeconomic status not only protect healthy children from future risks and vulnerabilities but can actually reverse the latent impact of risks which already exist.

There is emerging evidence that a protective socioeconomic effect may also exist in relation to exogenous threats, such as environmental lead exposure. Lead is a particularly useful model of such a threat because it is a ubiquitous environmental pollutant which is toxic to the developing nervous system in ways which can lead to cognitive deficits and nonadaptive behaviour patterns in school [13]. A recent study explored the question of whether or not high socioeconomic status can protect against the developmental effects of lead exposure during pregnancy [14]. Figure 2 gives the average mental development index at 24 months for high and low socioeconomic status children from that study, separated by low, medium, and high lead levels in umbilical cord blood. It shows that the threshold for negative developmental impacts of lead occur at lower levels of exposure among low socioeconomic status children than among children of higher socioeconomic status. As might be expected, at high levels of exposure the developmental effects of lead appear to overwhelm socioeconomic effects and emerge as the principal determinant of developmental delay [14].

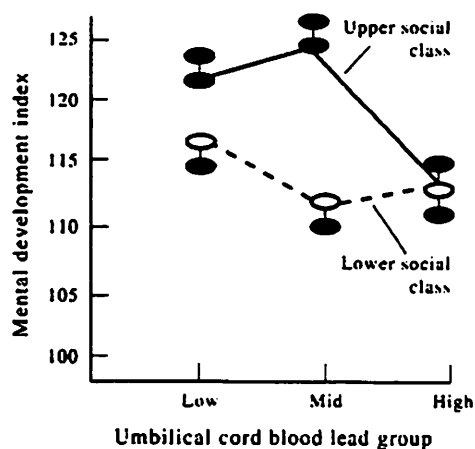


Fig. 2.

The above examples, which suggest that high socioeconomic status is a powerful buffer against both endogenous and exogenous threats to successful human development, would seem to suggest a broad social policy corollary. Those elements of high socioeconomic status which provide the buffer should be pinpointed and ways found to provide them to children who otherwise would not benefit from them.

Example 2. Can education in the first two decades of life protect against dementia at the end of life? Until recently, this suggestion was treated as wild speculation [15], but sufficient evidence has now accumulated for the matter to be taken up in the mainstream of neurology. In a recent review [16], the association of low education with an increased prevalence of clinically diagnosed dementia was found to be a consistent finding in studies carried out in six different settings around the world. An analysis of mental status scores in a six-year follow-up from the Established Populations for Epidemiologic Studies of the Elderly in the United States showed that education protected against decline in performance on the Pfeiffer mental status test. The hypothesis is that those with more education have greater brain reserve in the form of an increased density of neural interconnections (increased synaptic density) in areas of the brain associated with learning and memory. This increased reserve would have the effect of postponing the time at which declines in brain reserve associated with ageing would reach a threshold for dementia. A delay in onset of approximately five years could account for halving the prevalence of dementia at any given age [16].

Two crucial questions arise here. Does education actually increase synaptic density in the right places? Can the effect of education in the first two decades of life be modified by later cognitive activities? Although the first question is currently unanswered, there is some evidence with respect to the second, namely, that cognitively demanding occupations may have a protective effect against dementia [16]. A further question arises from the observation that the association is stronger for comparisons between illiterate people and those completing secondary school than it is between those completing primary versus secondary school. Does this indicate that the effect is broadly dose-responsive, thus fulfilling an important epidemiologic criterion for causation, or does it suggest that there is a critical period of time in brain development, found around the usual time that individuals are taught to read, when lifelong protective neural interconnections are most efficiently made?

If the "dose-response" model of educational effectiveness were valid, and if cognitively demanding occupations prove protective against dementia, there would be reason to extend the social policy corollary described following Example 1 to the rest of the life cycle. If the "critical period" hypothesis were correct,

then a targeted investment during this time in childhood would appear to be more appropriate.

Example 3. A series of studies has been carried out which examined the lifelong impact of "handling" newborn rats [17]. Handling involves removing the mother from the litter, placing individual pups into a new cage for 15 minutes, then returning both mother and pups to their cage. This is done once per day for the first three weeks of life [10]. When compared to nonhandled pups, this simple intervention was associated with improved function of the "stress system" throughout the life cycle (i.e. lower basal corticosterone concentrations and faster physiological recovery in stressful situations). These changes reduced the total lifetime exposure of the brain to corticosterone, which is toxic to nerve cells in a brain structure known as the hippocampus, and thus the rate of loss of nerve cells in the hippocampus was reduced in the handled rats over their life span. Cognitive functions are sensitive to relatively small degrees of hippocampal damage, and so by 24 months of age, elderly by rat standards, the handled rats had been spared some of the cognitive defects typical of ageing. The significance of this was demonstrated by a test wherein rats had to find a submerged platform in a pool of opaque water, relying entirely upon visuospatial cues from the surrounding room. Nonhandled rats had a progressive deterioration in their performance with age; in contrast, no deficits occurred in aged handled rats (Fig. 3). *Most relevant in this context is the final observation: the handling phenomenon could not be induced at later ages [10].*

Models of the lifelong impact of childhood experiences

The above examples hint at two different, and sometimes conflicting explanatory models of the impact of childhood experiences in later life. The first, called the "latency" model, emphasizes the prospect that discrete events, which tend to occur very early in life, will have a strong *independent* effect in later life. The second, called the "pathways" model, emphasizes the *cumulative* effect of life events along

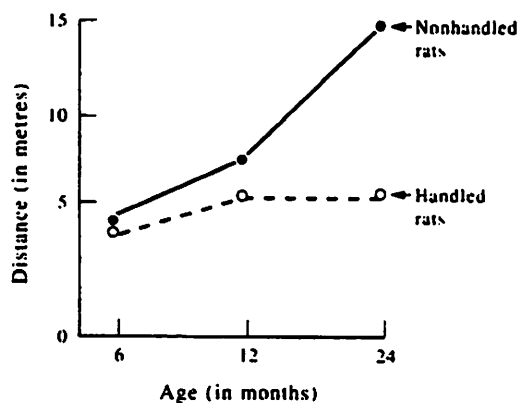


Fig. 3.

developmental trajectories, and the ongoing importance of the conditions of life throughout the life cycle.

Latency model. The latency model enjoys a biological precedent in the field of occupational and environmental carcinogenesis, where it has been demonstrated that exposures to known cancer agents early in life can cause specific types of cancer to emerge 10–60 years later, *without intervening exposure* [18]. The latency model has become closely associated with an eclectic mixture of research findings in diverse fields: a series of studies reputed to show that risks of cardiovascular mortality in the fifth decade of life are strongly associated with placental size and weight gain in the first year of life [19–27]; the putative effectiveness of certain early childhood intervention programs in changing the life trajectories of disadvantaged children [28–31]; and the demonstration of "critical periods" in brain development among primate species, wherein the developing organism is specially receptive to developing specific aspects of consciousness for comparatively short windows of time [32] but is comparatively refractory before or after.

The story of the handled rats gives the essence of this latter. Sapolsky [10] concludes that the age-specificity of the effect makes it a classic example of imprinting during a "critical period" in brain development. This example could set the reductionist imagination free to run wild. We could reason that the more important critical periods there are, the more important latent effects there are. Ultimately, the more important latent effects there are, the more important targeted strategies for child stimulation and social support there are, at least during various, as yet undefined, critical periods in the development of the human brain. In other words, the experiential basis of socioeconomic gradients in health, well-being, and competence throughout the life cycle could be addressed through a series of magic bullet type social, emotional, and/or educational interventions: highly focused in the developmental stage when they are applied and very specific in content.

Pathways model. The pathways model is most closely associated with a complex range of findings from longitudinal studies involving birth cohorts, adolescents, working populations, and the elderly. When the findings of these studies are overlapped in a temporal sequence to reconstruct the life cycle, a pattern emerges which highlights the enduring impact of socioeconomic status on health, well-being, and competence from cradle to grave. In highly simplified form, it goes something like this.

The socioeconomic status of one's parents helps situate the newborn in a specific community, which will exert a powerful influence on life changes in a complex, socioecological way [33]. Socioeconomic gradients are immediately felt with respect to infant mortality, which give way to differential levels of stability and security in early childhood, which, in turn, give way to differential readiness for schooling

[34]. Differential school readiness precedes socioeconomic gradients in behavioural dysfunction in school [35] and ultimate school failure [36]. By early adulthood, as the nominal definition of socioeconomic status is transferred from one's parents to oneself, socioeconomic gradients begin to emerge in perception of well-being, which correlate with previous behavioural dysfunction and failure in school [35]. As adulthood unfolds, lower socioeconomic status becomes associated with the perception of high demands and low levels of control at work [37]. By the fifth decade of life, self-reported "high demand/low control" at work emerges first as a powerful predictor of disability and absenteeism [38,39], and then as a predictor of premature mortality from most major causes of death [40]. Socioeconomic status gradients in mortality become most unequivocal at this time and persist at least into the eighth decade of life [41].

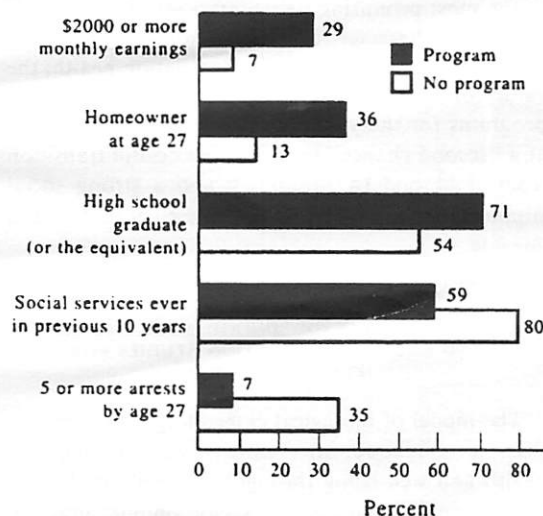
Latency, pathways, and world views

At first glance, it would appear commonsensical to view the latency and pathway models as complementary to one another. After all, there is no reason to suppose that latent factors only act independently, because any early life event which could exert a latent effect could also be the first step along a lifelong pathway which might have implications for health, well-being, or competence in the future. Conversely, any early childhood intervention designed to improve health and well-being in the long run will occur within a specific context which will provide a mixture of opportunities or barriers. Indeed, the closer the correlation between early life events and subsequent lifelong pathways, the more difficult the statistical problem of estimating the partial contribution of each.

Consider, for example, the findings of the longitudinal follow-up of subjects from the Perry Preschool Study [28] to age 27 (Fig. 4). This study is significant because it was based upon one of the most comprehensive of the early intervention programs for children in American inner cities and because it was evaluated by comparing outcomes among children who were randomly assigned to "preschool" and "no preschool" groups. The data can be interpreted two ways. One interpretation would emphasize the remarkable improvements experienced by the preschool group in relation to the controls: higher rates of high-school graduation, higher earnings, a higher proportion of home ownership, fewer receiving social services, and fewer with frequent arrests. The alternative viewpoint would emphasize the fact that most of the achievements of the preschool group, although impressive when compared with the controls, would not nearly match those of middle class children who had greater opportunities but no special preschool experience. After all, 7% were arrested or detained at least five times and 59% had received social services in the past 10 years.

On one level, this example illustrates the complementary nature of the power of latency, as demonstrated by the elements of effectiveness of the targeted "early life" intervention, and the power of the pathway, as demonstrated by the strict limitations to success which existed in the specific context of the study community. Yet despite the conceptual complementarity, the two interpretations presented above are brought into conflict by their sponsors. The latency model leads to a vaccination approach, which serves as intellectual cover for those who want to avoid confronting questions about the nature of society. Those who support the pathways model, on the other hand, find that it is a convenient tool for prying open social policy questions and pursuing a broad agenda of social reform. This paradox illustrates Tesh's concept of "hidden arguments", namely that "firmly but often unconsciously held answers to ... questions (in this case, how human potential expresses itself and the nature of obligations which members of society have to each other) guide scientists, policy-makers, and ordinary citizens alike to different constellations of facts about the causes of disease and, hence, to different preferences for prevention policy" [42].

The hidden arguments here overlay a complex issue and distort it by framing the policy options in an "either/or" fashion. They reveal themselves when people show defensive responses to the notion that the human brain, like that of other primates, may have critical developmental periods. After all, who wants to embrace a model which says that "if they aren't okay by age 3, scrap them!" Hidden arguments are also at work among those who go to absurd lengths to deny the significance of status differences in health, well-being, and competence. Meanwhile, the orthodoxies survive, but the arguments continue and the problems remain unaddressed.



Note. All findings are significant at $P < 0.05$, two-tailed.

Fig. 4.

The worst possible outcome would be if the argument were reduced to the notion that a cradle-to-grave social contract is the policy corollary of the pathways model and a one-shot early childhood social investment strategy is the policy corollary of the latency model. What is needed instead is a pragmatic approach which draws upon the strengths of each model.

Consider the issue of critical periods in human development. Humans, like other primate species, are particularly predisposed to develop certain forms of competence at well-defined times in the life cycle. The most significant of these are aspects of cognitive and emotional functioning. In particular, certain stimuli are effective in promoting cognitive or emotional function at well-defined times within the first few years of life, but are not effective either beforehand or afterwards. For us, however, critical periods may be less critical than for other primates. *There is consistent evidence, relating to a variety of areas of function, that if appropriate stimulation is missed at a specific time in early childhood, the function can be developed through other forms of stimulation later on in life* [43]. *It may just be harder to do.* For example, middle-aged adults can learn new languages as efficiently as young people if they are given the time and financial support to immerse themselves in the subject the way that school children can [43]. For this reason the label "sensitive periods" applies better than "critical periods" in humans. This distinction, in turn, provides a biological basis for the continued relevance of both latent effects and pathways.

To parallel the pragmatic approach to the knowledge base we need a pragmatic approach to policy which builds towards a new working consensus. It should stress the importance of the life cycle. It should be action oriented and grounded in social experimentation. It should be receptive to small answers to big questions. This latter may be the most important characteristic of all. It turns out that many of the most promising social interventions are rather modest in character: the redefinition of community development as a strategy for population health; the value of positive mentors and good recreation programs for the young; a few decent opportunities at a "second chance" to make a successful transition from childhood to adulthood; and a strong social support network to buffer the stresses of middle and late life.

WHAT WORKS IN CHILDHOOD: EDUCATIONAL AND SOCIAL INTERVENTION STUDIES FOR PREADOLESCENTS

The model of biological embedding would predict that, if childhood interventions were to improve health and well-being throughout the life cycle, and fundamentally address the socioeconomic gradient in health status, they would be more likely to be social or educational interventions than health

interventions *per se*. The former are, therefore, the subject of this review, and little attempt is made to examine programs designed specifically to improve child health. Also excluded are social and educational programs for children with special health problems.

Several other caveats apply, too. This review is meant to answer the efficacy question, "what *can* work?" rather than the more sombre effectiveness question, "what *does* work under normal circumstances?" Accordingly, it emphasizes intervention studies which were set up as demonstration models. This is different from recent analyses of Head Start programs [44, 45], which review the effectiveness of a Federal program under routine operating conditions. Moreover, a meta-analysis was not attempted, since the studied populations, the types of interventions, and the outcome measures were so diverse that standardizing the results would, in effect, sterilize them.

Finally, it turns out that the vast majority of social and educational intervention studies in childhood have been carried out in the United States, as part of the effort, initiated in the 1960s, to break the cycle of poverty and educational disadvantage found in inner city communities. This may limit their generalizability, both to countries of the Organization for Economic Co-operation and Development where social inequalities are less pronounced than in the United States and, also, to the developing world. Yet this concern should be tempered by the prospect that the underlying determinants of human development are universal. The Jamaican study is a prime example, wherein it was demonstrated that an intervention of weekly play sessions was as effective as nutritional supplementation in improving the developmental quotient of undernourished children [46].

Programs beginning in infancy

The search for ways to improve health, well-being, and competence throughout the life cycle begins with "parent/infant stimulation" programs. These programs usually start in the first few months, or years, of life. The specific details of the programs vary, but they share certain common characteristics: the activities take place at home, with or without a separate learning centre focus; there is *voluntary* involvement of at least one parent; the role of the parent in the process of child development is actively reinforced [47, 48] and positive role models from the local community are promoted [49]; contact with program staff is frequent (i.e. at least twice monthly); and the programs consciously focus on both cognitive and social-emotional factors.

Most, but not all, of the parent/infant stimulation programs deal with "high-risk" children. Those considered high risk fall into two categories. In the first, aspects of the economic, educational, and/or psychosocial environment at home are considered disadvantageous for normal child development. In

the second, high-risk status is due to low birth weight, prematurity, or malnutrition in the infant. Of this latter group, those deemed high risk by virtue of low birth weight or prematurity are often not socioeconomically disadvantaged.

Despite what would appear to be fundamental differences in these forms of risk, one environmental and the other physical, the nature of the programs offered do not differ systematically between them. There is an extensive body of research documenting parent/infant stimulation program effects on the cognitive and social-emotional development of children up to the age of school entry. It turns out that well-designed programs can improve both cognitive and social-emotional functioning among children in both high-risk categories. Why is the focus on cognitive and social-emotional functioning? These two dimensions are thought to affect school readiness. School readiness, in turn, is thought to be important because the complex web of early academic failure and early school misbehaviour is strongly predictive of subsequent school failure, employability, criminality, and psychological morbidity in young adulthood.

The essence of the parent/infant stimulation family of programs is found in the Parent Child Development Center model [50], which was applied in three United States cities in the 1970s. The programs were designed to observe five major guidelines: service to low-income populations; primary participants to be mothers or other primary caregivers; target age for children to be birth to three years; programs to be of sufficient duration and intensity to maximize their potential effectiveness; and to be directed at the complex of problems of poor families by including a broad range of support services. By graduation at age three years, significant gains in cognitive and social-emotional development were found among children in all three cities compared with their respective controls.

Parent/infant stimulation programs are not the only ones which effectively improve cognitive and social-emotional functioning in the preschool period. There is evidence, starting at age six months, that programs based exclusively in education centres may be helpful for children in the socioeconomic/psychosocial category of high risk. Some of the effective programs have been particularly "high powered," involving very low child-to-instructor ratios [51], but others simply fall into the category of good community day care. One cannot conclude from this, however, that program content does not matter. When alternate programs are studied using a common evaluation protocol, differences in outcome are found between programs [52] and by sex between programs [53]. Project CARE, in particular, showed that intensive centre-based educational day care combined with family support groups starting at age six months was superior to family support only in improving a variety of cognitive outcomes by age

54 months in socioeconomically disadvantaged children [52].

A different approach was taken by the Family Rehabilitation Program [54]. Compared to their peers, children of low socioeconomic status, low IQ mothers tend to lose ground in cognitive development over time, and are at risk of developing into mentally challenged adults. The interaction of a mentally challenged mother and a slum environment was seen as the source of a home environment which was socially and psychologically different from home environments in slum communities with mothers of normal intelligence. The basis of intervention was an eight-year program for the mother, in addition to an educational intervention for the children. The mothers' program involved vocational training and evening educational programs, followed by counselling as needed at work and in the home. The child educational program began at age three to six months and lasted until age six. By age 10 years, virtually none of the children in the experimental group were more than one standard deviation below the norm on a full-scale IQ test, compared to nearly 60% of control children. Thus, in terms of preventing mental retardation, the program appeared to be exceedingly effective. There was evidence that the experimental mothers' parenting style also improved over time, but the relative contribution of this aspect to the overall result is unmeasurable in this study.

When study families are not restricted to low socioeconomic status groups, it is possible that short-term interventions, with a comparatively narrow focus of activities, may have impressive long-term effects. For example, an intervention involving seven hospital sessions and four home sessions in the first few months of life were sufficient to bring the cognitive development of low birth weight babies up to the level of a control sample of normal birth weight babies, an effect which persisted at least until age seven [55].

A randomized trial of early intervention with low birth weight infants and their parents at McMaster University [56] produced less optimistic results than the American study cited above [55], despite the fact that the interventions tested were longer-term and more intense. Improvements in the physical and social environment at home were made with a program designed to improve the quality of the interaction between parent and child. More modest improvements were found on the same dimensions using a developmental programming intervention. However, by 16 months of age the levels of cognitive development in both programs were no different from the low birth weight controls, well below the normal controls.

In contrast, the Infant Health and Development Program showed that the cognitive development of low birth weight infants who were also at socioeconomic disadvantage (i.e. approximately 40% of the mothers had not graduated from high

school) could be improved. The program lasted 36 months, including home visits weekly in the first year and biweekly thereafter, educational centre-based care from age one to three, and parent support groups [57]. By age three, the IQs of the infants weighing 2001–2500 grams were 13.2 points higher than the controls. The gains among lower birth weight children were more modest: the IQs of those 2000 grams or less were 6.6 points higher than the controls [58], and those of 1500 grams or less were 7.2 points higher [57].

Programs beginning in the preschool period

The literature on school success following preschool and school-age intervention is divided between those studies which seem to show improvements due, primarily, to gains in cognitive development [59] and those which seem to suggest that the social-emotional effects may be more durable, and may have a longer lasting impact (e.g. Syracuse) [61, 62]. Notwithstanding this dichotomy, most of the effective programs attempt to intervene in both cognitive and social-emotional domains. In fact, gains may occur in the opposite domains from which they were intended. One program [63–65], designed specifically to prevent behaviour problems in low-income Mexican-American children, showed cognitive benefits in addition to the expected declines in anti-social behaviour.

In at least five cases, there is evidence that gains in cognitive development increased with increasing longevity of the program. In one preschool intervention program for socioeconomically disadvantaged children aged four [66], gains in cognitive development increased with increased parental time commitment to the program, and other measures of school readiness, such as task orientation, extraversion, and verbal facility, increased with student participation time. In the Verbal Interaction Project [47], reading and arithmetic scores were higher by grade three in the two-year intervention group (at ages two to four) than in the one-year intervention group, and both were higher than the controls.

In the Carolina Abecedarian Project [59], socioeconomically disadvantaged subjects were randomly assigned to the control or experimental group in two time periods: day care and school-aged. The first part of the program was entirely based on day care, and did not have a home intervention component. In fact, there was no evidence that the home environments of the intervention group improved over time compared to the control homes [31]. Nonetheless, the intervention group made significant gains in cognitive development by 54 months of age. By grade three, the pass rate was highest for those children who were part of both the day care and the school-aged educational intervention. Their success rate (84%) was virtually the same as the local school system as a whole (87%). The next most successful group were those who were given the preschool but not the school-aged program

(71%), followed by those given the school and program only (62%), and those given neither program (50%). By age 12, there was still a preschool, but not a school-aged, treatment effect on IQ of approximately five points [60]. The effects upon the distribution of IQ was more impressive: 87.2% of the preschool group had IQs above 85, compared with 55.8% of those in the school-aged and control groups.

It is striking that the intervention offered in the preschool period alone seemed to have more effect on the pass rate than the intervention in the years immediately preceding the outcome evaluation [59]. Yet it is not possible to infer, from one study, that the difference in success between the "preschool only" and the "school-aged only" groups is a reliable indication that earlier interventions are more effective than later ones. It turns out that subsequent research is inconclusive on this point. There is evidence that special nutritional, health, and educational interventions for chronically undernourished children are more effective in improving cognitive development when they begin before age four than at school age [66]. On the other hand, the Harlem Study [29, 30] did not find any significant differences in school performance and cognitive development between intervention groups who received training at age two and at age three, while both groups showed improvements over the controls which lasted until age 13. Also, there is evidence that Head Start programs in the preschool period are more effective in creating long-term gains in cognitive and social-emotional outcomes when they were supplemented with primary school follow-throughs [68]. Also, an eight-week kindergarten-based intervention to improve behaviour was more effective when it was repeated over two years, for a total of 12 weeks intervention [69, 70].

Few studies provide side-by-side comparisons of the effects of intervention programs on disadvantaged and nondisadvantaged children. This is important because of the reasonable scepticism that exists outside the United States as to whether intervention programs shown to be effective in inner-city neighbourhoods of American cities have any generalizability to other societies. One direct empirical example of this comes from the Brookline Early Education Project [71]. This study randomized kindergarten-aged children of both highly educated and not highly educated parents to one of four groups: special kindergarten with intensive outreach to parents, special kindergarten with moderate outreach, special kindergarten with parent-initiated interactions only, and controls. Among children of the well-educated parents, all three levels of intervention were effective in reducing reading difficulty by grade two, and in a dose-responsive manner, such that the proportion of children with reading difficulties was 3.0%, 9.7%, 12.5%, and 19.5% (for controls), respectively. Among children of poorly educated parents, there was still evidence

of effectiveness, but the threshold of intensity for effective intervention was much higher. The proportion of children with reading difficulties was 28.6%, 31.6%, 52.2%, and 50.0%, respectively.

As children get older, the array of influences on their lives becomes more complex. Early cognitive gains may have a continuing effect not through sustained improvements in cognitive function, but through the long-term effects of successful adjustment to school: academic success, placement in non-remedial classrooms, and avoidance of frustration and acting out behaviours. The 10-year follow-up of the Syracuse University Family Development Research Program [61, 62] showed that girls in the experimental group were achieving more academically at school than girls in the control group, but, also, had fewer absences and a higher level of social-emotional function. Both boys and girls in the experimental group enjoyed higher levels of family functioning, more positive self-perception, and more positive perceptions of school than the controls. The males also had fewer juvenile offenses. These results are consistent with the Ypsilanti study [28], wherein it has been suggested that the impressive long-term benefits were largely due to positive attitudes to school which were engendered by the initial successes that the intervention group children had at school.

Programs beginning in school and preadolescence

The evidence suggests that gains made through cognitive and social-emotional stimulation in early childhood are likely best sustained when they are buttressed by ongoing efforts outside the specific learning setting as the child grows older. This is not surprising, because the role of the outside environment in children's lives increase as they grow up. The Yale Child Study Center study is important for its attempt to change academic trajectories of an entire student body in a socioeconomically disadvantaged community by changing the social environment of their school in ways designed to improve communication, mutual understanding, trust, and respect between parents, teachers, and students, and providing a sense of direction and psychological ownership [72]. Evaluation at grade seven of children who had attended an intervention school from grade one to four showed significantly higher levels of competence in language, work-study, and mathematics skills than controls. This is an example of an intervention which was not specifically focused on cognitive development which, nonetheless, appears to improve cognitive function through improving the quality of the school's social environment.

The quality of evaluation designs is lower among the studies which begin with the preadolescent population than among the early childhood studies. There are fewer randomized trials, the control groups are often inadequate, the follow-up periods are short, and the outcomes are often confined to a narrow range of behaviours. These studies are still important,

however, because behavioural responses in the middle school years appear to be strongly predictive of health and well-being by young adulthood [34].

There is evidence from long-term follow-up studies to support the value of a strong and stable social support network for children and, also, ensuring a mentorship relationship with at least one successful adult who will be available over the long term [12]. Divorce is seen, reasonably, as a threat to this conjunction, and can, indeed, put otherwise normally developing children at risk in both the cognitive and social-emotional domains. There is evidence from a small collection of intervention studies that post-divorce programs for children in grades four to six, which emphasize expression of feelings and communication skills, problem-solving, anger control, and enhancing self-esteem, may be effective in improving both cognitive and social-emotional function [73-75].

Through teacher referral and systematic screening, the Primary Mental Health Project identifies young children with problems which interfere with school learning and adaptation and provides help from trained nonprofessional child aides who work under close professional supervision [76]. The program draws on primary grade students in 20 Rochester area schools. Seven consecutive annual cohorts were evaluated over a seven-year period. Although there was no control group, teacher, aide, and supervising mental health professional ratings improved for a variety of functions over the program year, including acting-out behaviour, shy-anxious behaviour, and learning problems, and promoted adaptive assertiveness, peer sociability, and frustration tolerance. The program appeared to be more effective among initially shy-anxious children than among initially aggressive children.

Evidence of effectiveness of behavioural oriented programs is not confined to the special groups described in the previous two paragraphs. A one-year, classroom-based program of social problem-solving for grade fives in a high-divorce, high-unemployment community [77] proved effective in improving the children's coping responses to stressors during their transition to "middle school". There is also evidence that the transition to high school can be smoothed, and school attendance and achievement levels improved, by school-based social support and environmental management programs [78].

One of the difficulties of the child behaviour intervention field is the observation that children who act out at home are not necessarily the same as those who act out at school [79]. Thus, studies of parent training programs complement the school-based investigations in a different way from the early childhood period, wherein the definition of high-risk children is independent of the context of the intervention being studied. The Oregon Social Learning Center conducted a small, controlled experiment in which self-referred parents with

socially aggressive children aged 3-12 were given support and training to cope with them. At termination of the program, total aggressive behaviour scores had dropped compared to a comparison group in a more traditional family therapy paradigm [80, 81].

The Oregon Social Learning Center model was also used in a randomized trial of a parent and child training program to prevent delinquency among disruptive boys in low socioeconomic areas of Montreal [82]. The boys were screened for disruptiveness in kindergarten, but the intervention took place over two years, from ages seven to nine. It involved parent training to effectively manage behaviour problems, while the boys were given a prosocial skills program and a program to improve self-control. By age 12, only 45% of control boys were in their appropriate grade at school, compared to approximately 65% of boys in the experimental group, close to the average for all boys in the study communities. Similarly, teacher-rated fighting behaviour among the experimental group was virtually equivalent to community norms, while control children continued to fight more. Global school adjustment scores were also improved, and there were fewer episodes of theft and unlawful trespassing among the experimental group than the controls. These results are very important because they suggest the prospect of a behavioural intervention having a positive effect in the cognitive domain.

One of the few studies which used a community organizing approach was the Ottawa Project [83]. This involved a recreation and skill development program which was offered to all children aged five to 15 in an entire social housing complex. The program concentrated entirely on nonschool skills, both athletic and nonathletic, and was aggressive in maintaining attendance and participation, as well as promoting skills development. The control housing complex had available a more traditional recreation program. During the intervention, there were great successes in reducing the overall level of antisocial behaviour among juveniles in the community. However, there were no notable spillover effects on school performance or behaviour at home [84].

Other considerations

In addition to the problems identified in passing, three other methodologic issues deserve to be identified at this point. Many of the intervention studies, including some with promising results, have long-term compliance problems, with high levels of study subject drop-out. This is a threat not just to the validity of the results, but also to the feasibility of implementing similar programs on a large scale. Ironically, this special problem of individual, client-based intervention approaches highlights another problem with the American literature, which is the lack of community development approaches. It

is well known that residence in socioeconomically disadvantaged communities is a threat to health, well-being, and competence throughout the life cycle, and yet the American research, most of it conducted in disadvantaged communities, never focuses on the geographic neighbourhood as a site of socioeconomic or psychosocial intervention. The nearest it comes is school-based studies and, also, the lone vocational rehabilitation program for mothers, which had among the most impressive outcomes of all.

The initial irony leads to a second, which is that, despite the lack of community development studies, many investigators are committed to the doctrine of comprehensive programs, whose components are believed, *a priori*, to be indivisible. This doctrine is an obvious barrier to factorial designs, from which it might be possible, *post hoc*, to distinguish effective from ineffective components of a program.

This minireview ends just short of the period in which intervention studies start to focus directly on health behaviours and health outcomes, such as cigarette smoking and drug addiction. At this point, the intervention models switch from social investment to prevention/health promotion, for which a large and burgeoning literature already exists. If one were going to track the social investment model further, it would involve following health, well-being, and competence outcomes from programs such as school retention programs for children, work transition programs for young adults, programs to provide flexible work arrangements, parental leave programs, and labour market adjustment programs.

CONCLUSION

Through a combination of latent effects and pathways of living, child development affects health, well-being, and competence throughout the life cycle. To a large measure, it also determines the differences we observe in these long-term outcomes among identifiable population groups. Luckily, the body of evidence which can be derived from intervention studies in the post-neonatal, preschool, and school-aged period suggest that performance in two basic domains of child development, the cognitive and the social-emotional, can be modified in ways which *should* improve long-term outcomes. Moreover, evidence from such long-term follow-up studies as we have [12, 28] strongly support the view that they *do* improve long-term outcomes. A close reading of the successful intervention studies gives us some ideas of the characteristics of successful programs, and these can be used, along with careful observations of intervention studies currently in progress across the country, to plan future successful interventions. However, nothing in the literature permits us to ignore the social context in which intervention takes place. We have no reason to believe that special programs can counteract deteriorating social

conditions in general, especially at those ages when school and community influences begin to compete with the home environment as a factor in the child's life.

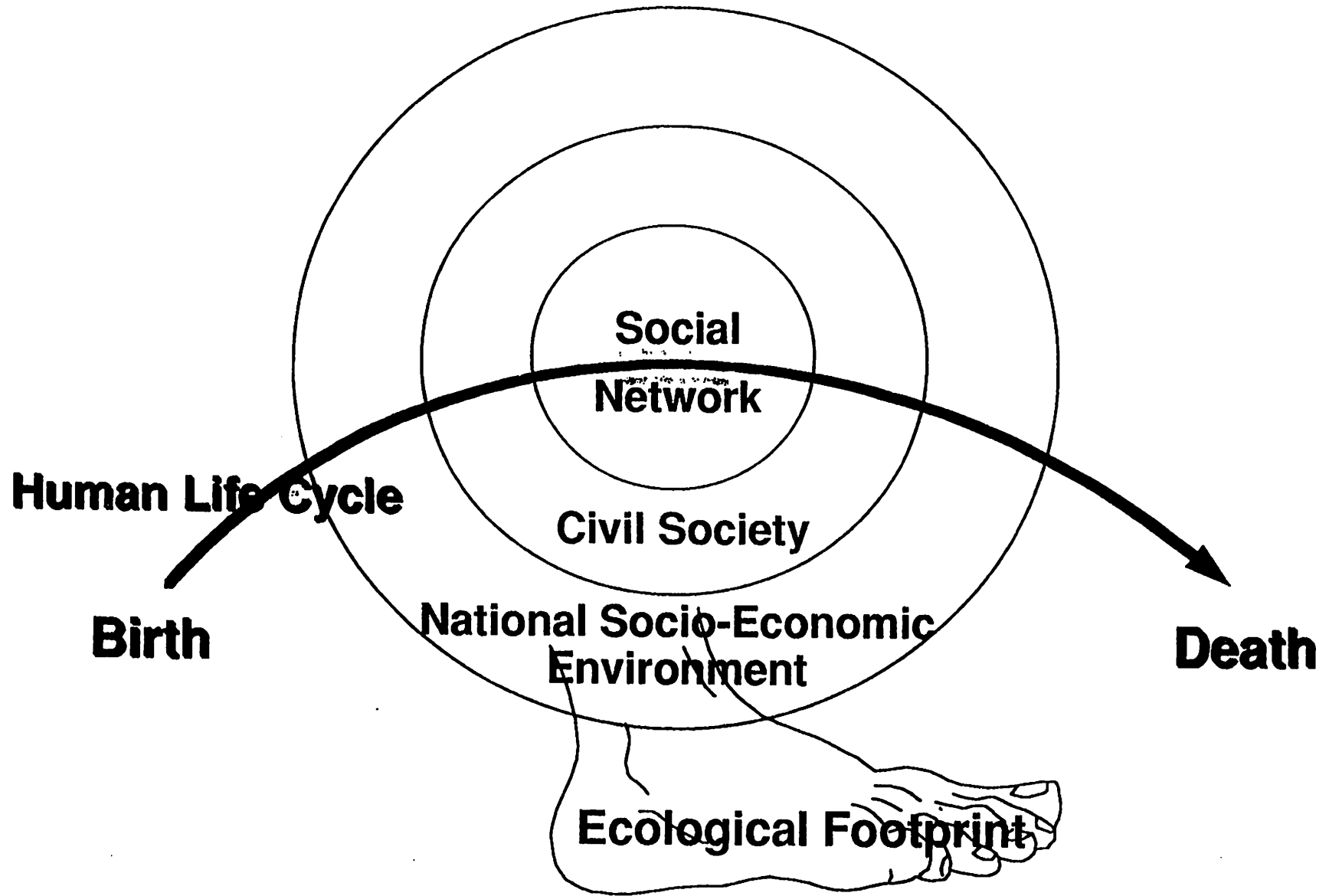
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84. Jones M. B. and Offord D. R. After the demonstration project. Presentation to the Annual Meeting of the American Association for the Advancement of Science, Washington, D.C., 1991.

Global Environment



Gradients in Health Outcome, Age 33, by Social Class at Birth (1958 British Birth Cohort)

	Men	Women
Fair/Poor Self-rated Health	2.67*	3.22
Limiting Illness	1.58 (n.s.)	2.14
Respiratory Symptoms (≥ 1)	1.8	2.56
High Malaise Score	2.10	2.97
Asthma	1.15 (n.s.)	1.42
BMI - Obese	2.19	1.99

* Odds ratio, based on slope index

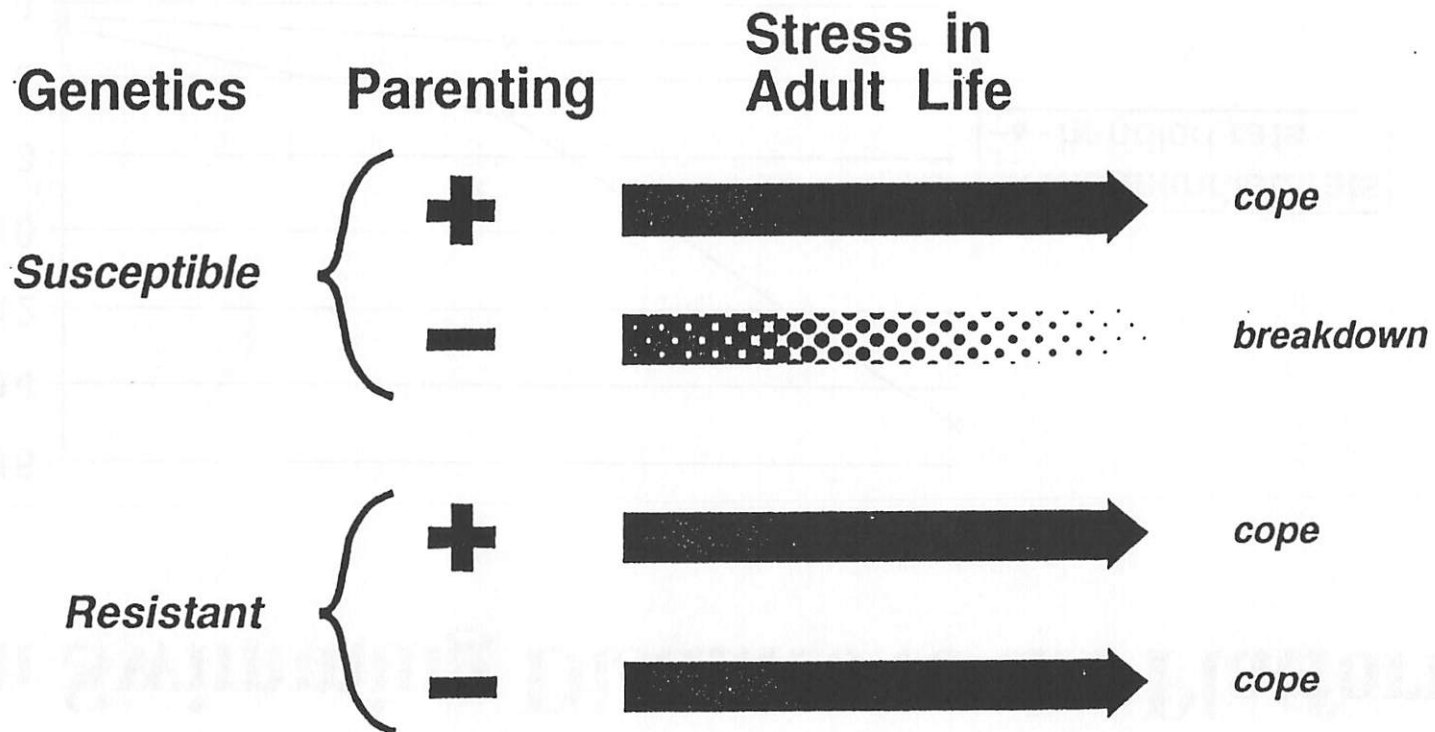
Source: Power 1995

Mean Swimming Distance to the Platform



Source: Sapolsky, 1992, Fig 12.8

Primate Research



CRITICAL AND SENSITIVE PERIODS

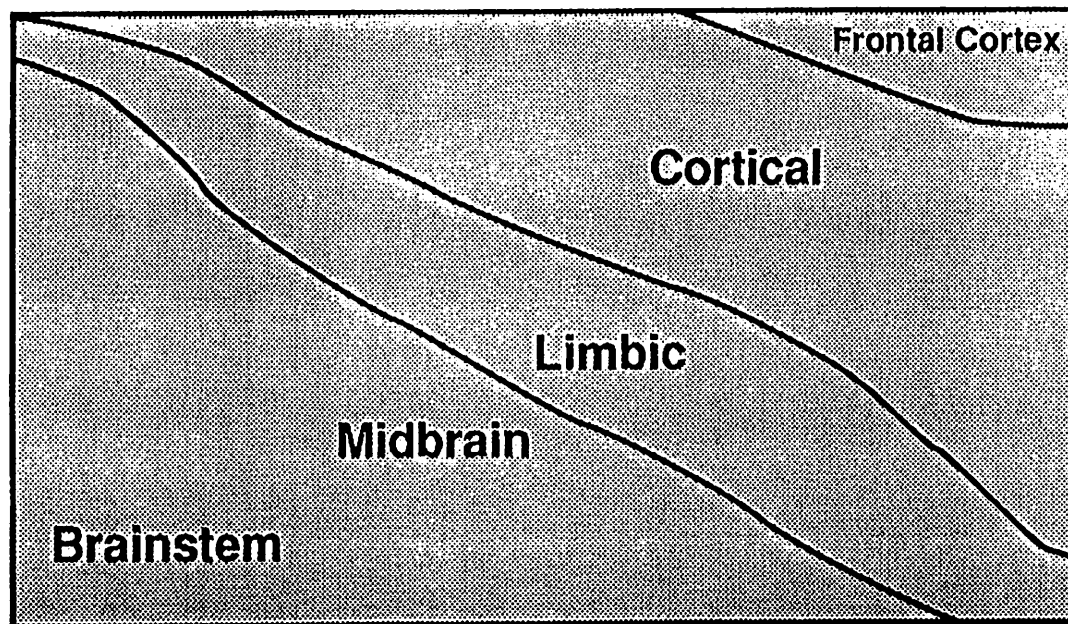
Critical Periods

Times in development during which a set of signals must be present for neurons to differentiate normally

Sensitive Periods

Times in development when an undifferentiated neuron is especially receptive or sensitive to a set of signals

DEVELOPMENT: CRITICAL AND SENSITIVE PERIODS



Prenatal

0 - 1 month

1 year

3 years

Bruce D. Perry, M.D., Ph.D

**Gradients in Health Outcome, Age 33, by
Educational Qualifications
(1958 British Birth Cohort)**

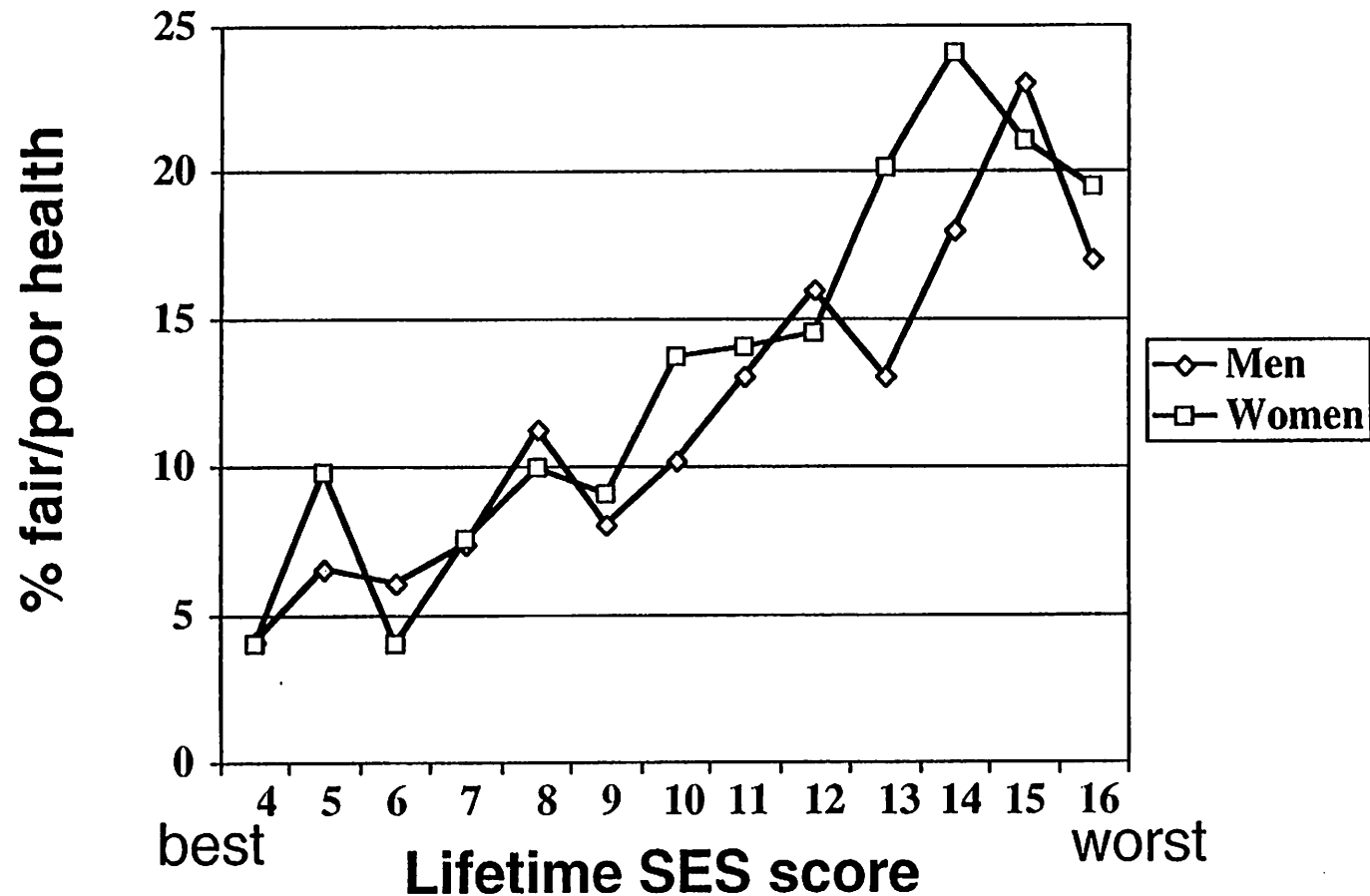
	Men	Women
Fair/Poor Self-rated Health	5.58*	6.11*
Limiting Illness	3.33	2.19
Respiratory Symptoms (≥ 1)	4.21	5.08
High Malaise Score	5.17	9.54
Asthma	1.91 (n.s.)	2.11
BMI - Obese	2.82	2.38

* Odds ratio, based on slope index

Source: Power 1995

Cumulative SES (birth - 33 yrs)

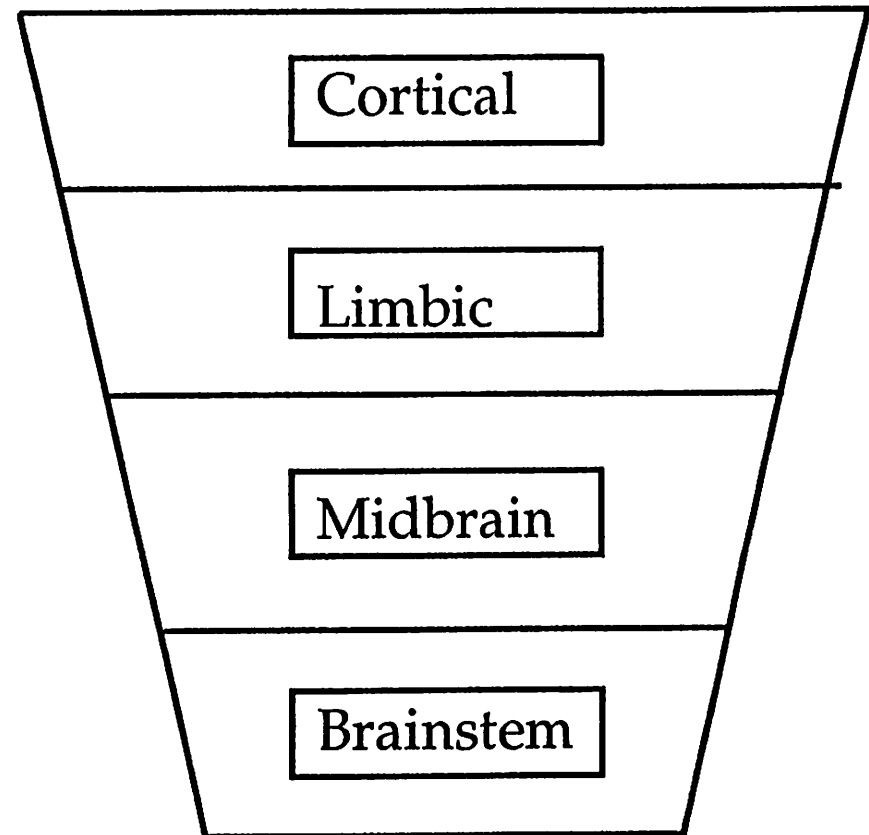
poor health, age 33



Source: Power et al, 1999

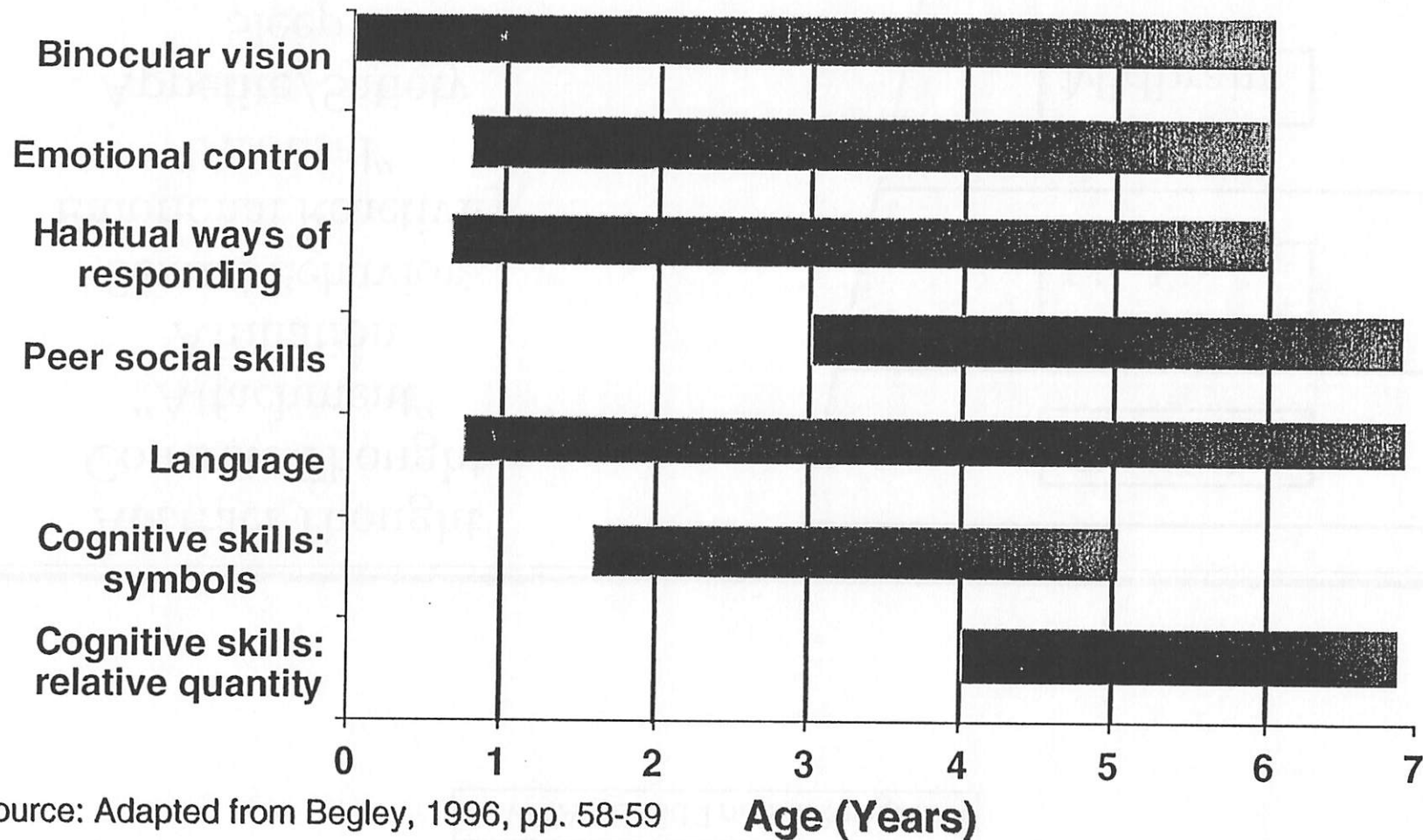
CIVITAS Child Trauma Programs

Abstract Thought
Concrete Thought
"Attachment"
Affiliation
Sexual Behavior
Emotional Reactivity
"Arousal"
Appetite/Satiety
Sleep
Blood Pressure
Heart Rate
Body Temperature

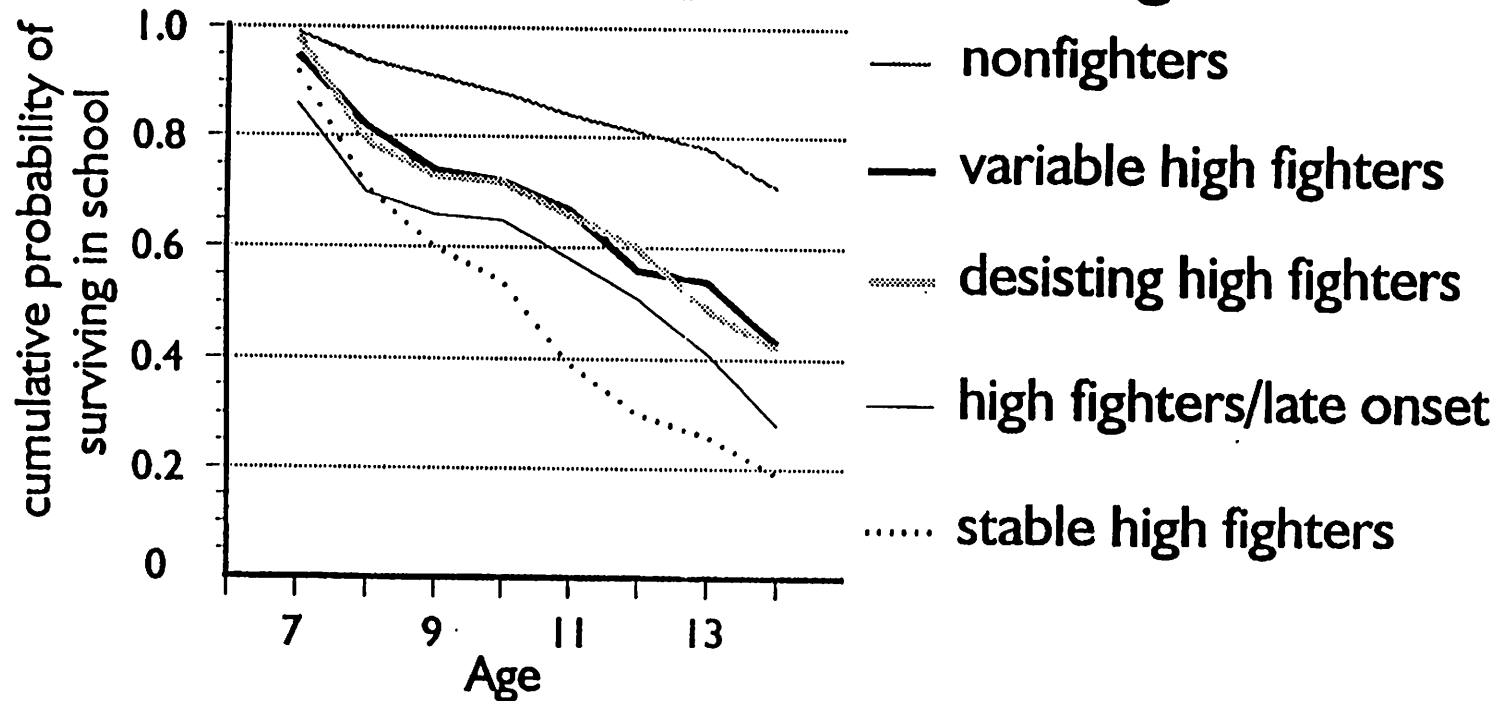


Bruce D. Perry, M.D., Ph.D

Critical Periods for Some Components of School Readiness



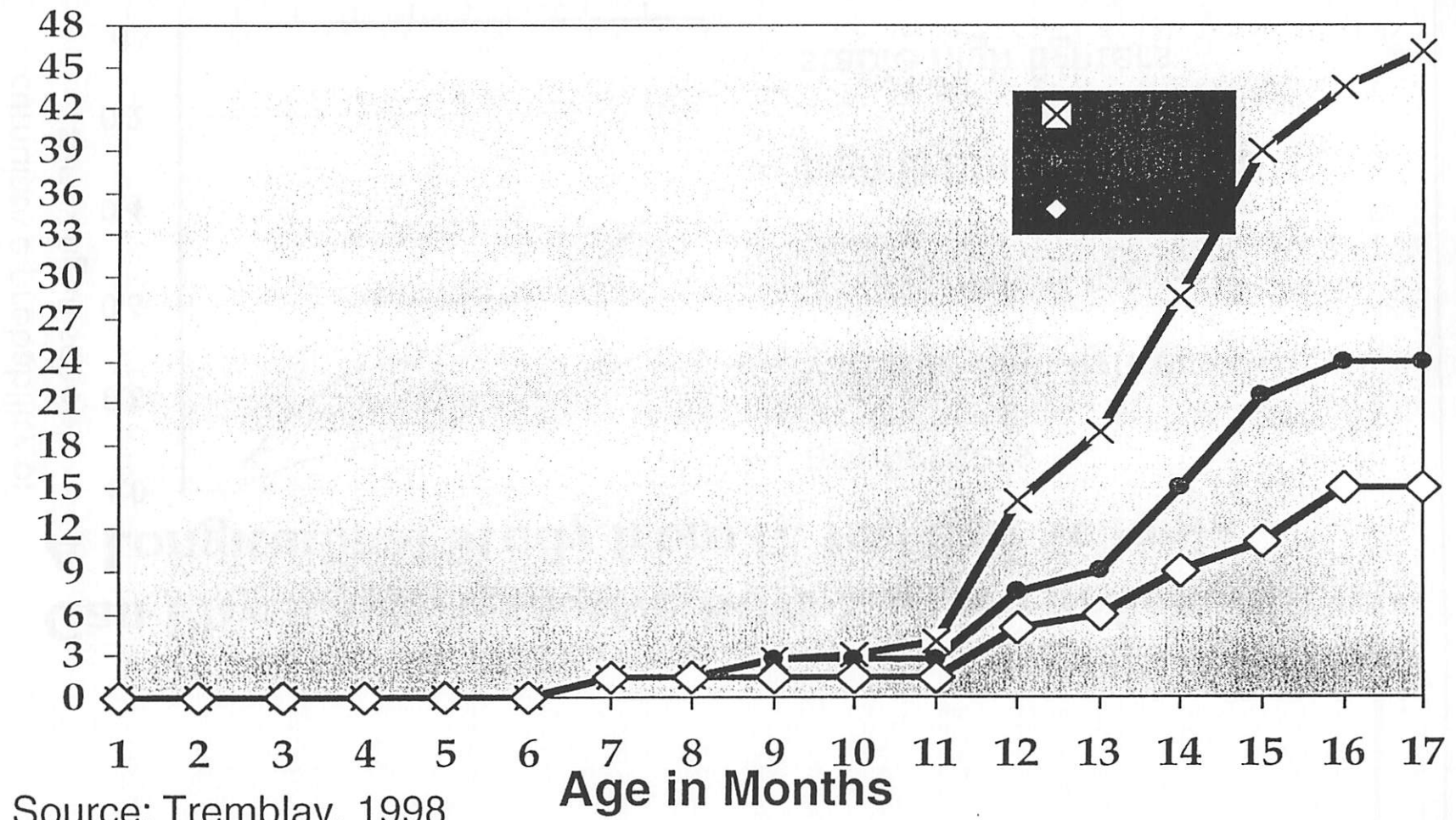
Can Physically Aggressive Boys Survive in School? A Longitudinal Study from K. to High School.



R.E. Tremblay, Haapasalo, J. and Masse, L.C.
"Can Physically Aggressive Boys Survive In School?
A Longitudinal Study from Kindergarten to High School."
Submitted to DEVELOPMENT PSYCHOLOGY, 1993.

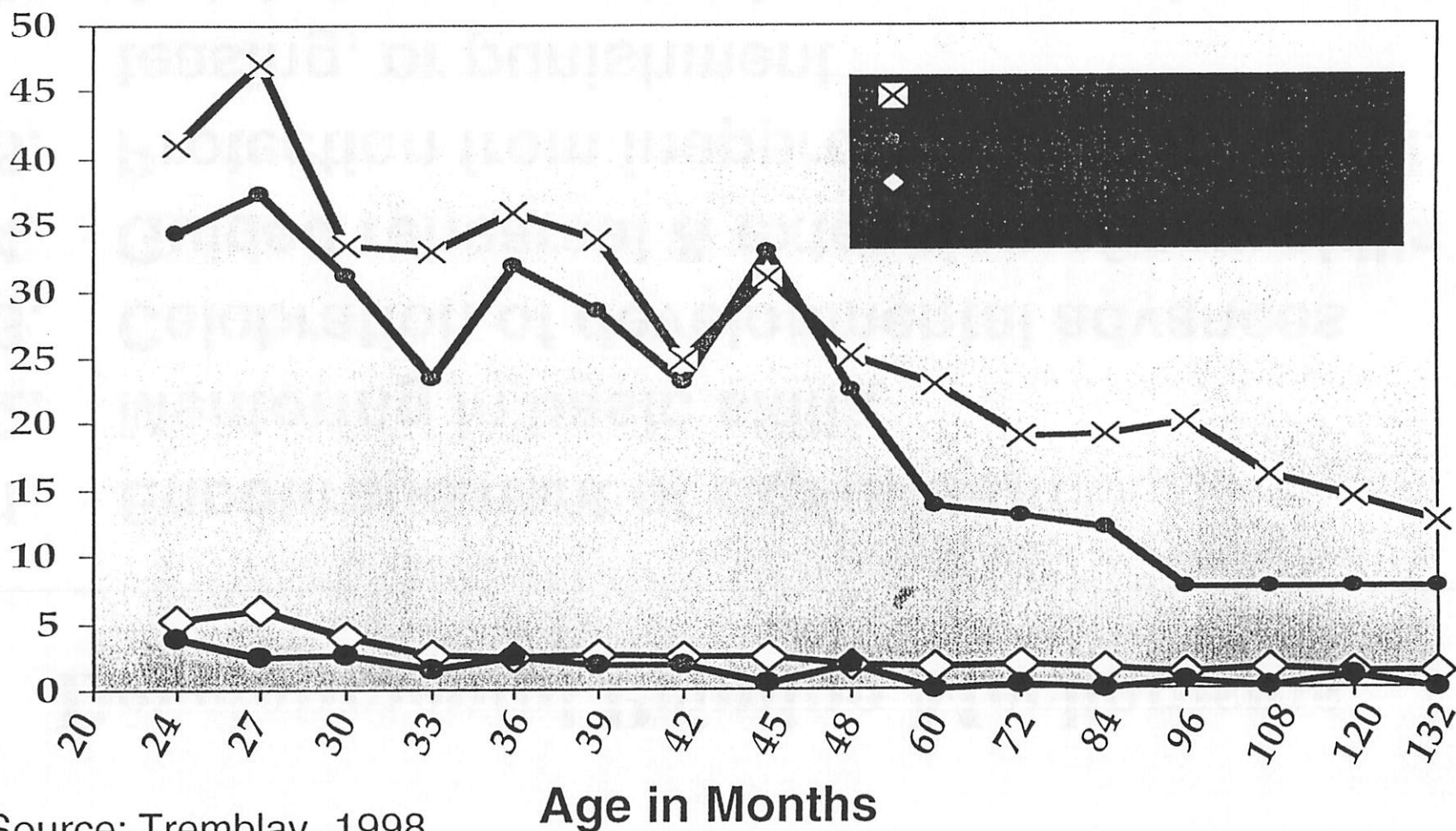
Cumulative Onset of Physically Aggressive Behavior

Percent



Hitting, Biting and Kicking (boys and girls age 2 to 11 years)

Percent



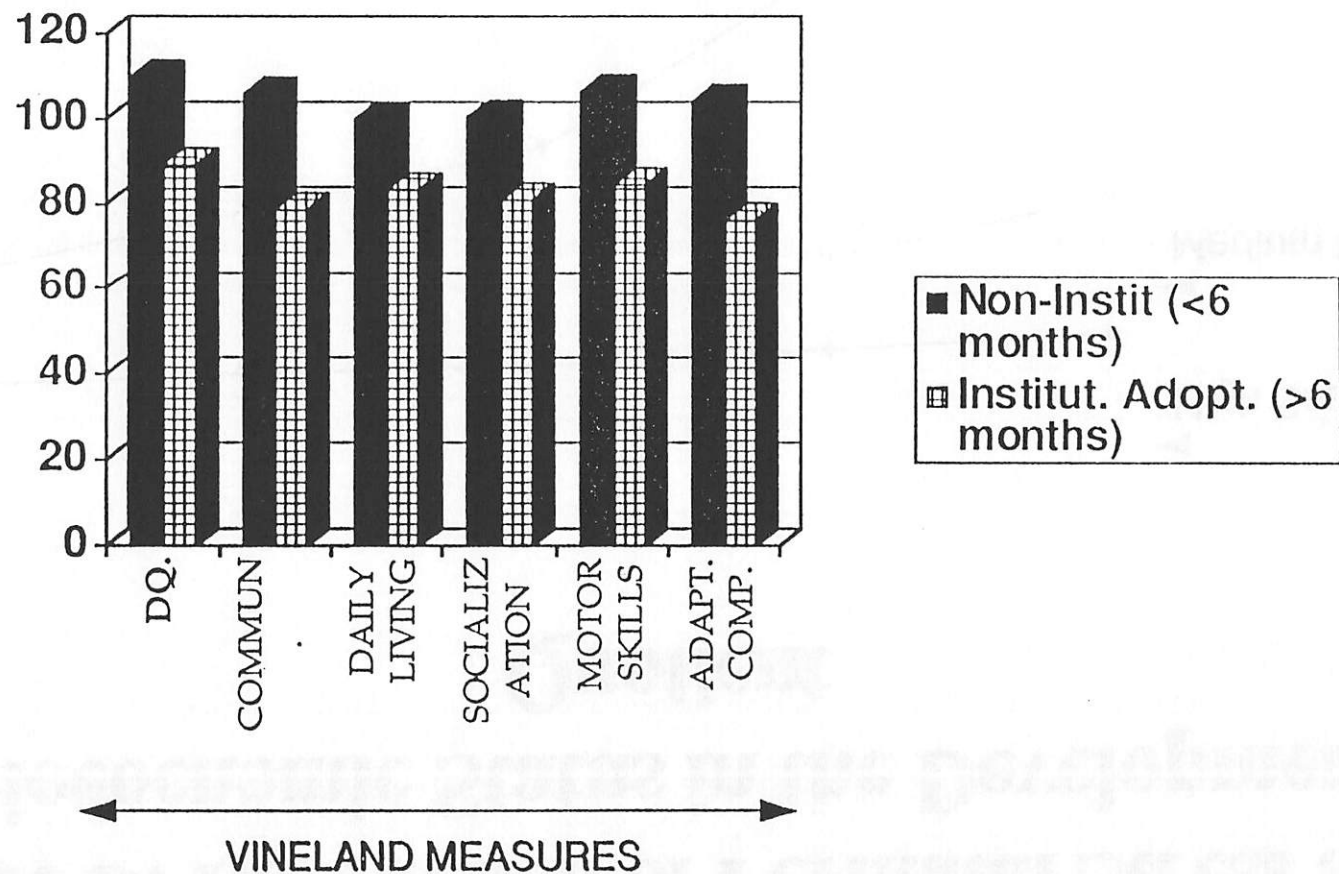
Source: Tremblay, 1998

Developmental Priming Mechanisms

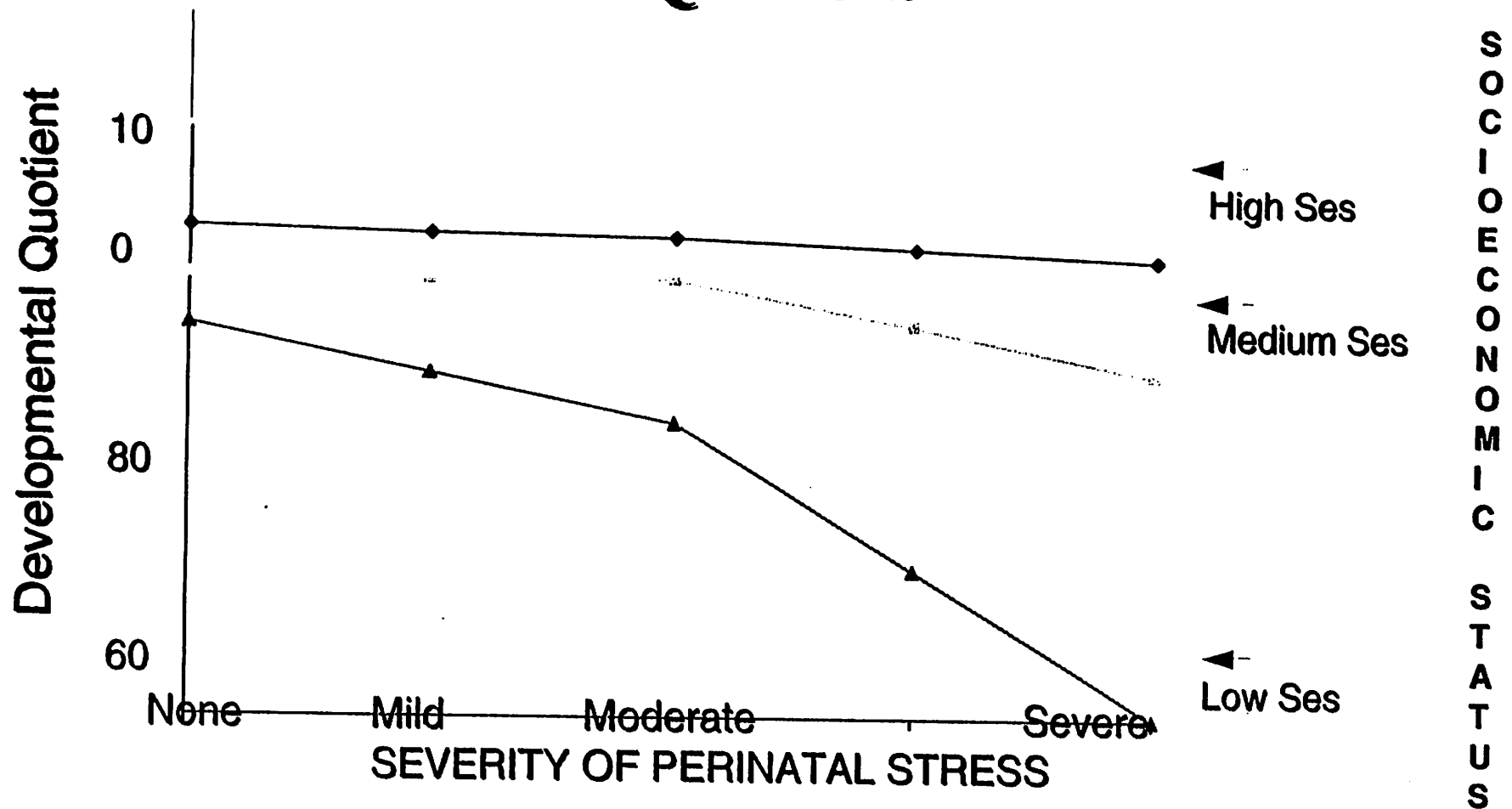
- 1. Encouragement of exploration**
 - 2. Mentoring in basic skills**
 - 3. Celebration of developmental advances**
 - 4. Guided rehearsal & extension of new skills**
 - 5. Protection from inappropriate disapproval, teasing, or punishment**
 - 6. A rich & responsive language environment**
-

Source: Ramey & Ramey, 1998

Romanian Orphans: Developmental Differences Between Institutional and Non-Institutional Adoptees

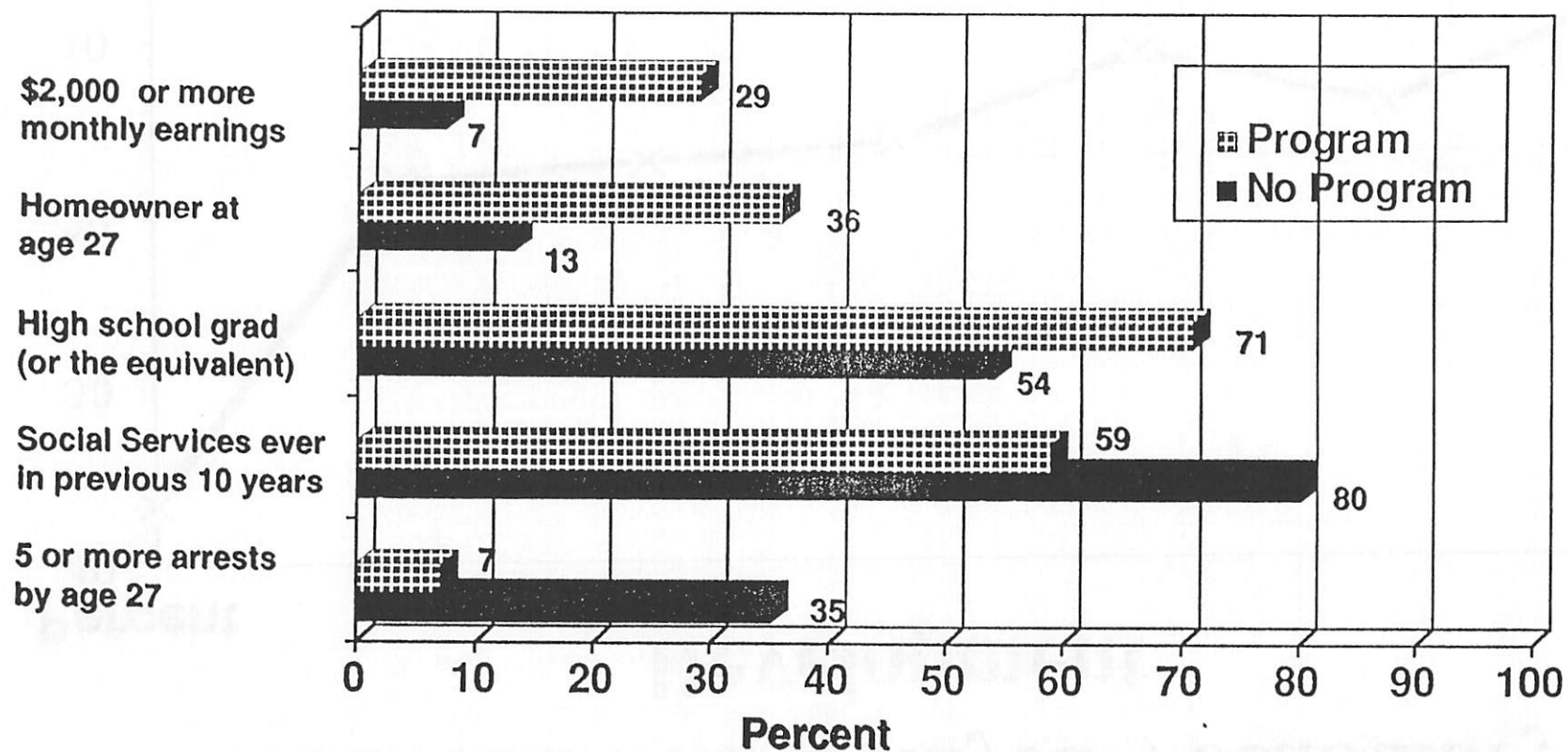


Slide B: Interaction of Perinatal Stress and Socioeconomic Status in the Developmental Quotient



Source: Werner, 1989

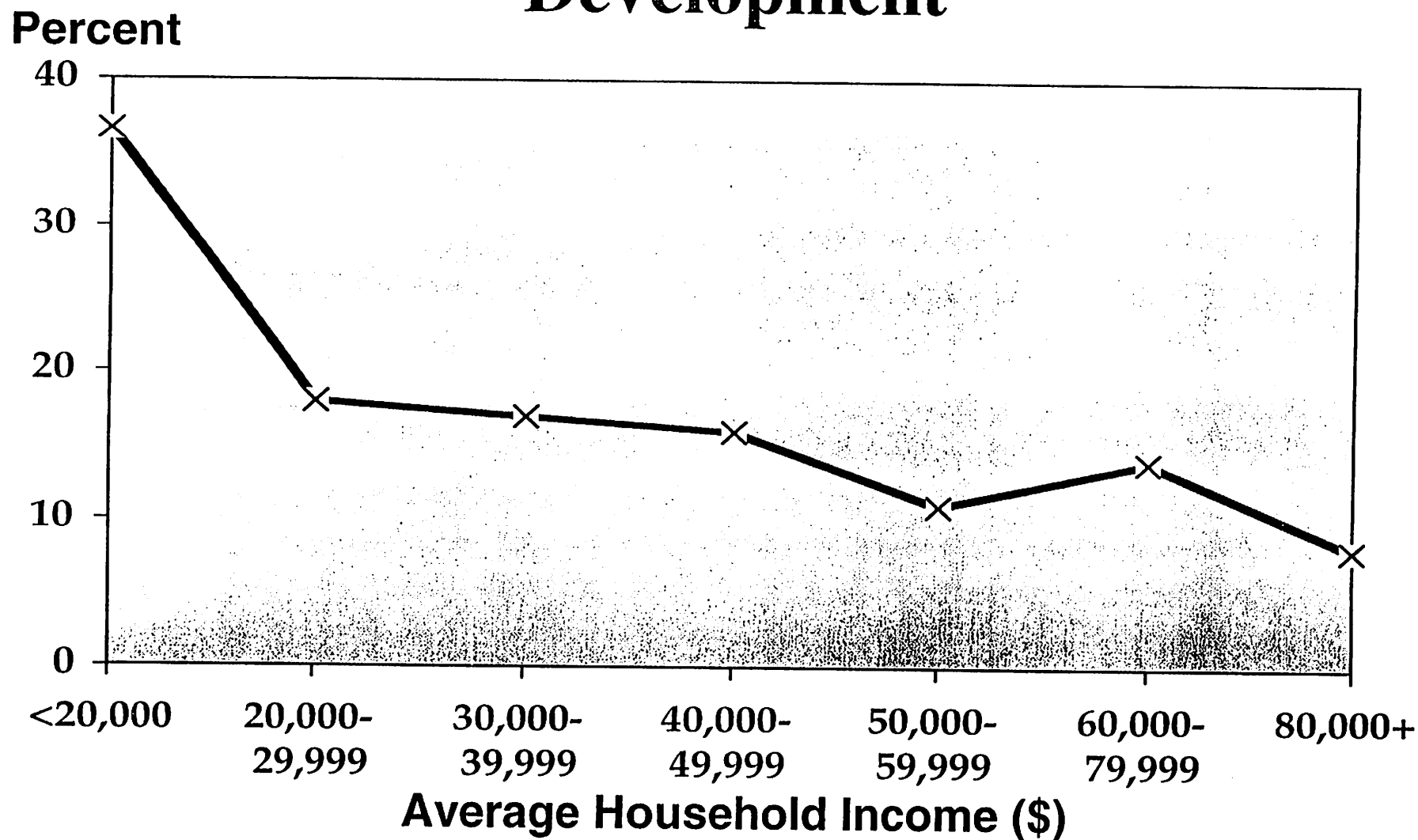
High/Scope Perry Preschool Project - major findings at age 27



Note: All findings are significant at $p < .05$, two-tailed

Source: Schweinhart et al (1993)

Children with Delayed Vocabulary Development



Determinants of PPVT

Age 4-5

Family Variables

- **# of siblings in household**
- **household income**
- **PMK education**

Neighbourhood Variables

- **“safety”**
- **“cohesion”**
- **% single female headed families**

Children Living in Problem Neighbourhoods

Percent

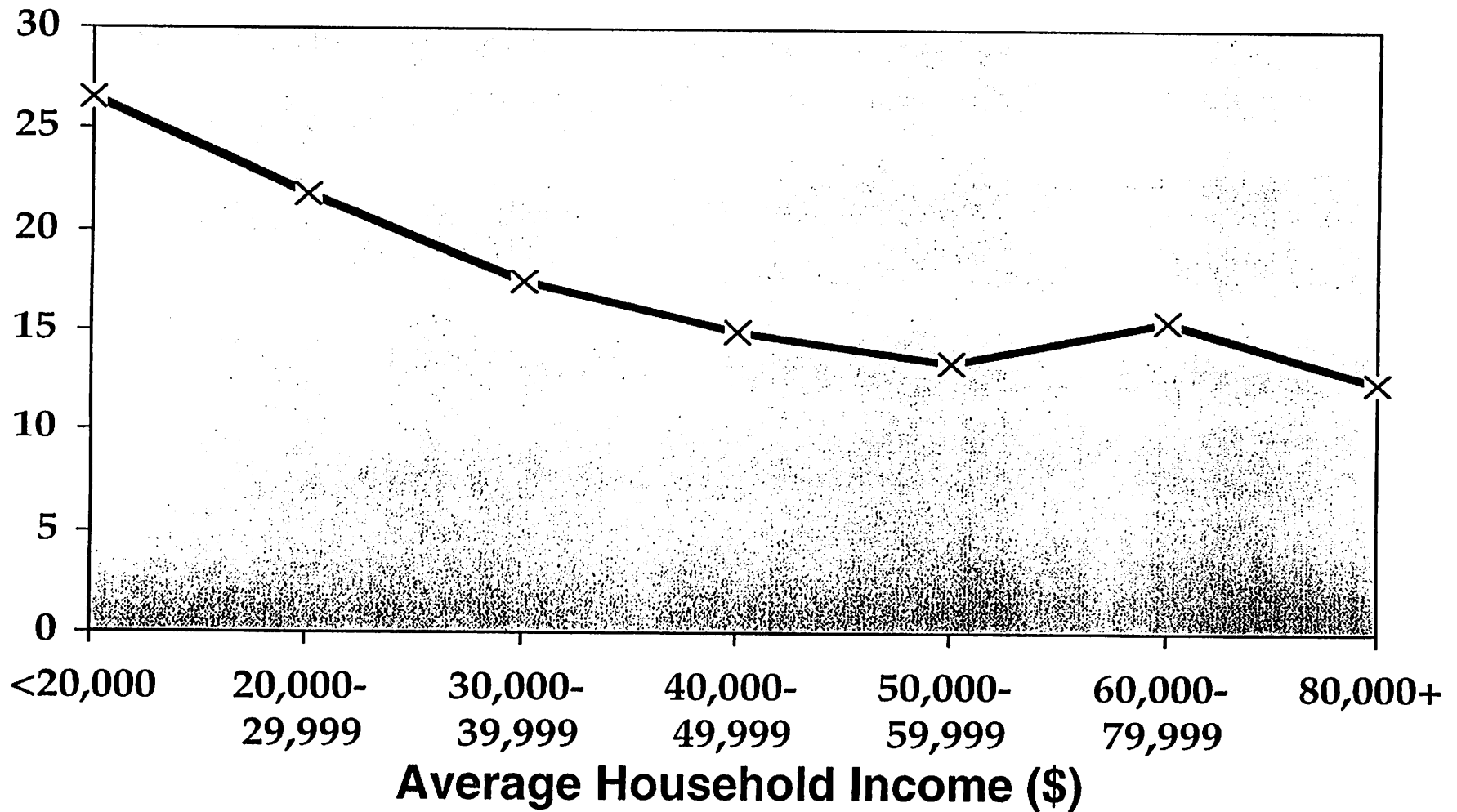
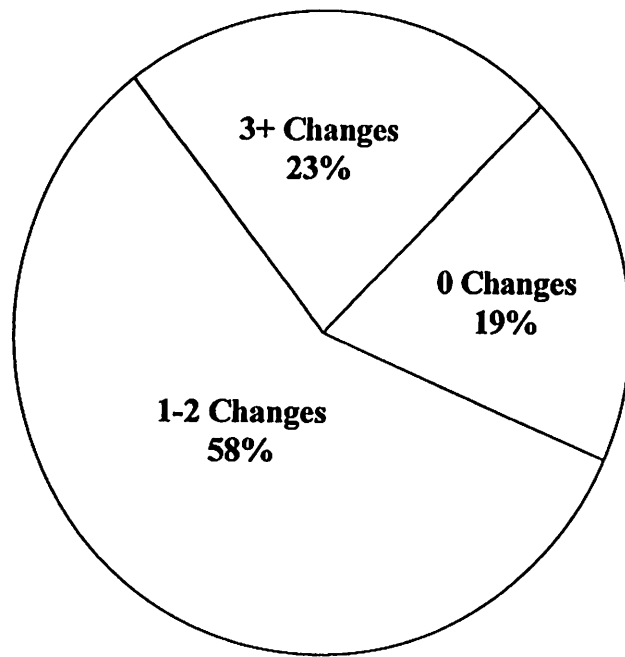
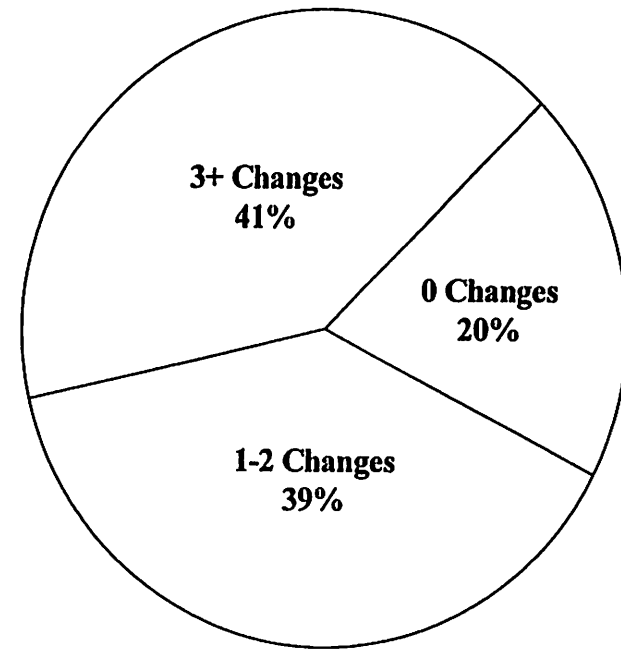


Fig.1. Total number of changes by child age group

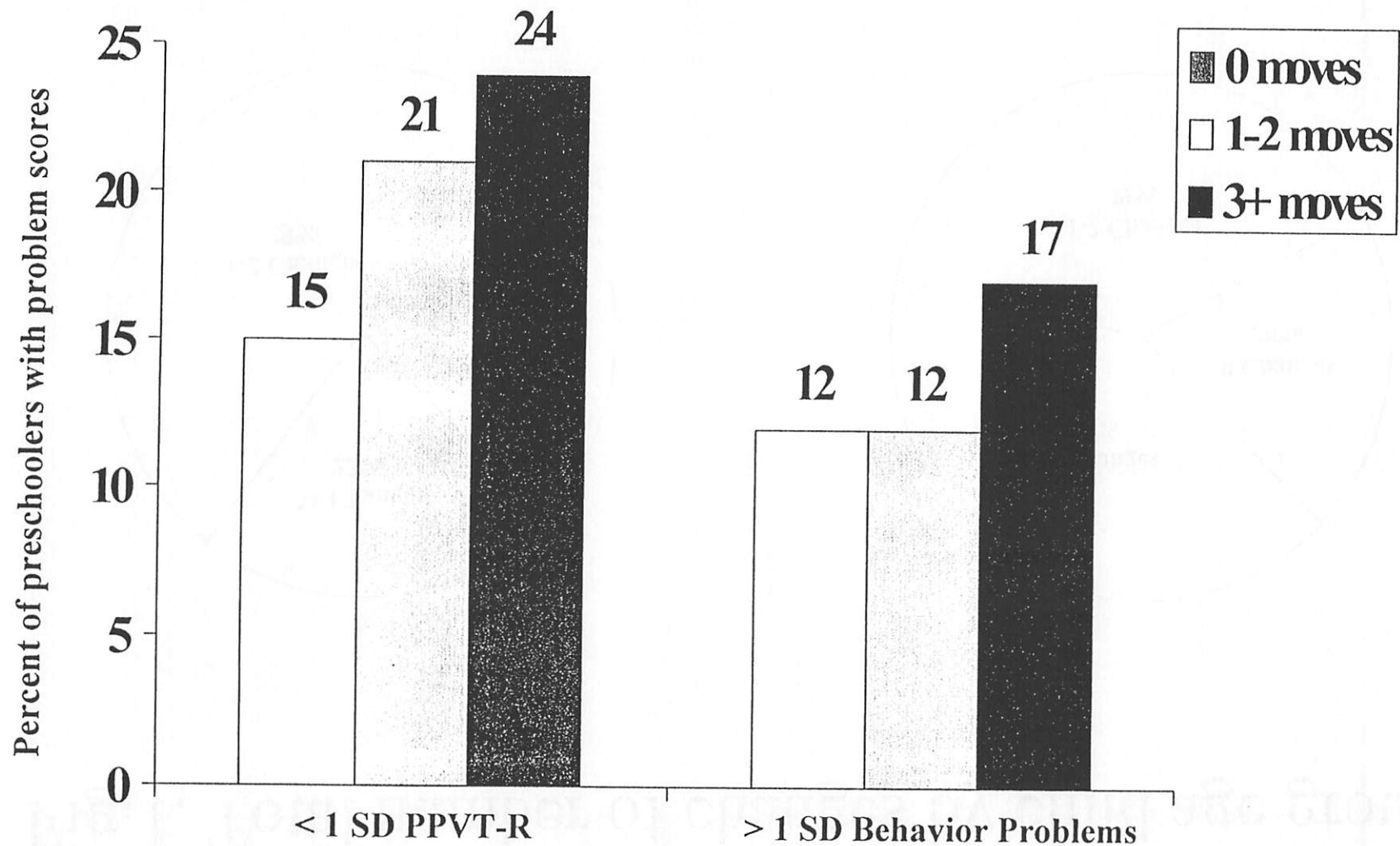


Preschoolers



School aged children

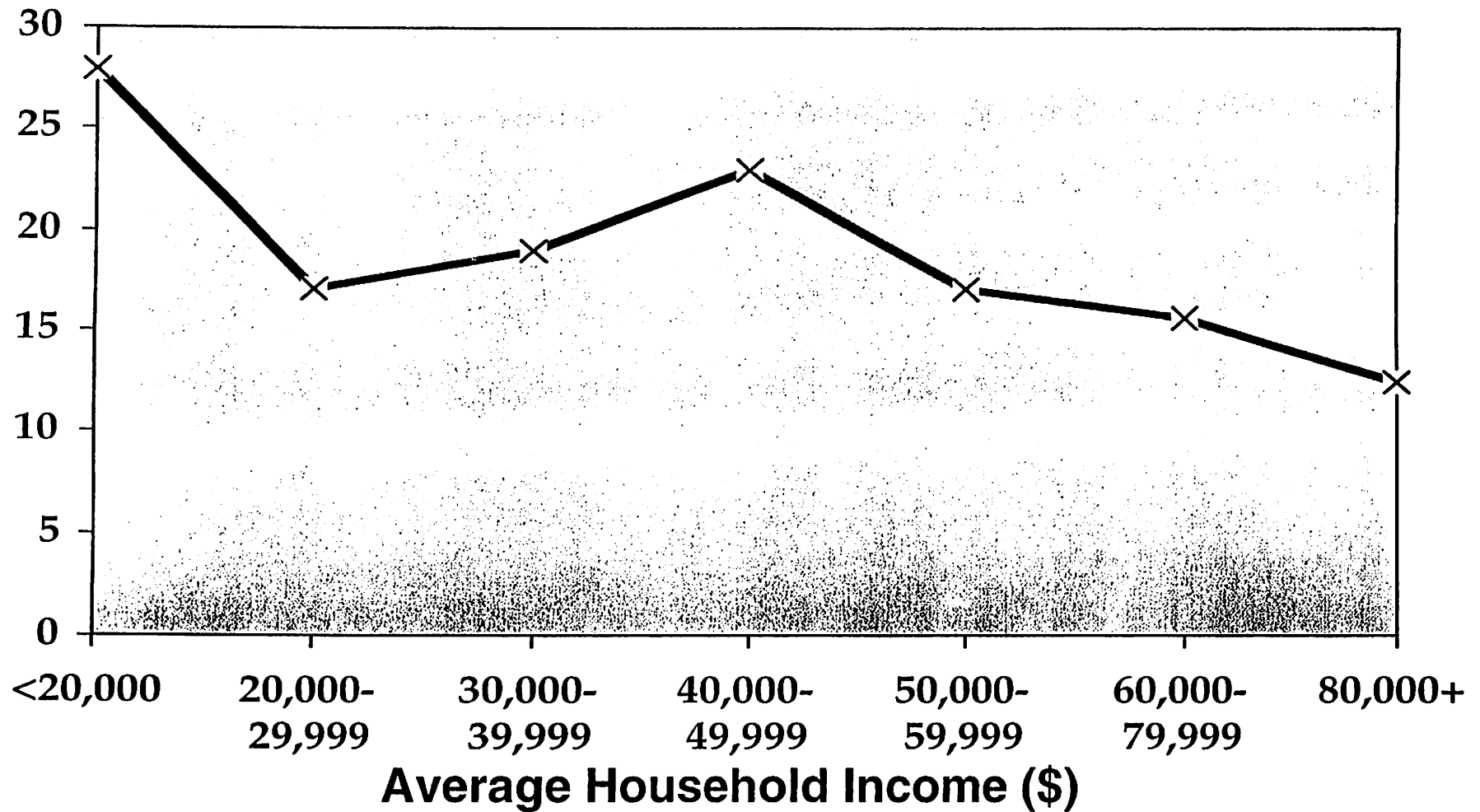
Fig 3. Percent of preschoolers with problem scores by residential mobility



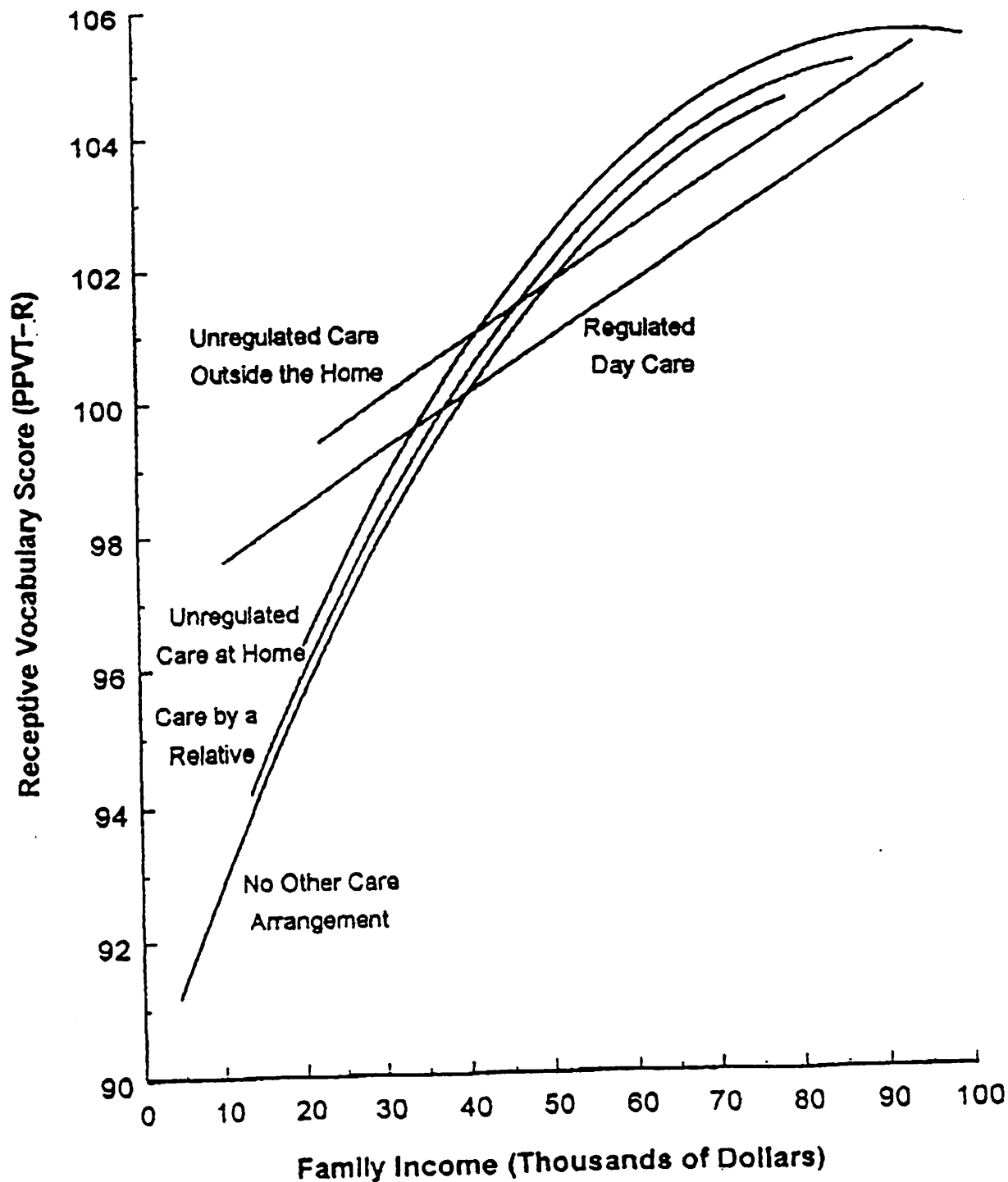
Kohen, D.E., Hertzman, C. & Wiens, M. (1998). Environmental changes and child competencies, Applied Research Branch, HRDC.

Children Changing Schools Three or More Times before Age 11

Percent



Preschoolers' Vocabulary Scores and Child Care Arrangements by Family Income



Associations with Competencies

- Effects of child care arrangements depend on levels of household income

Low Income

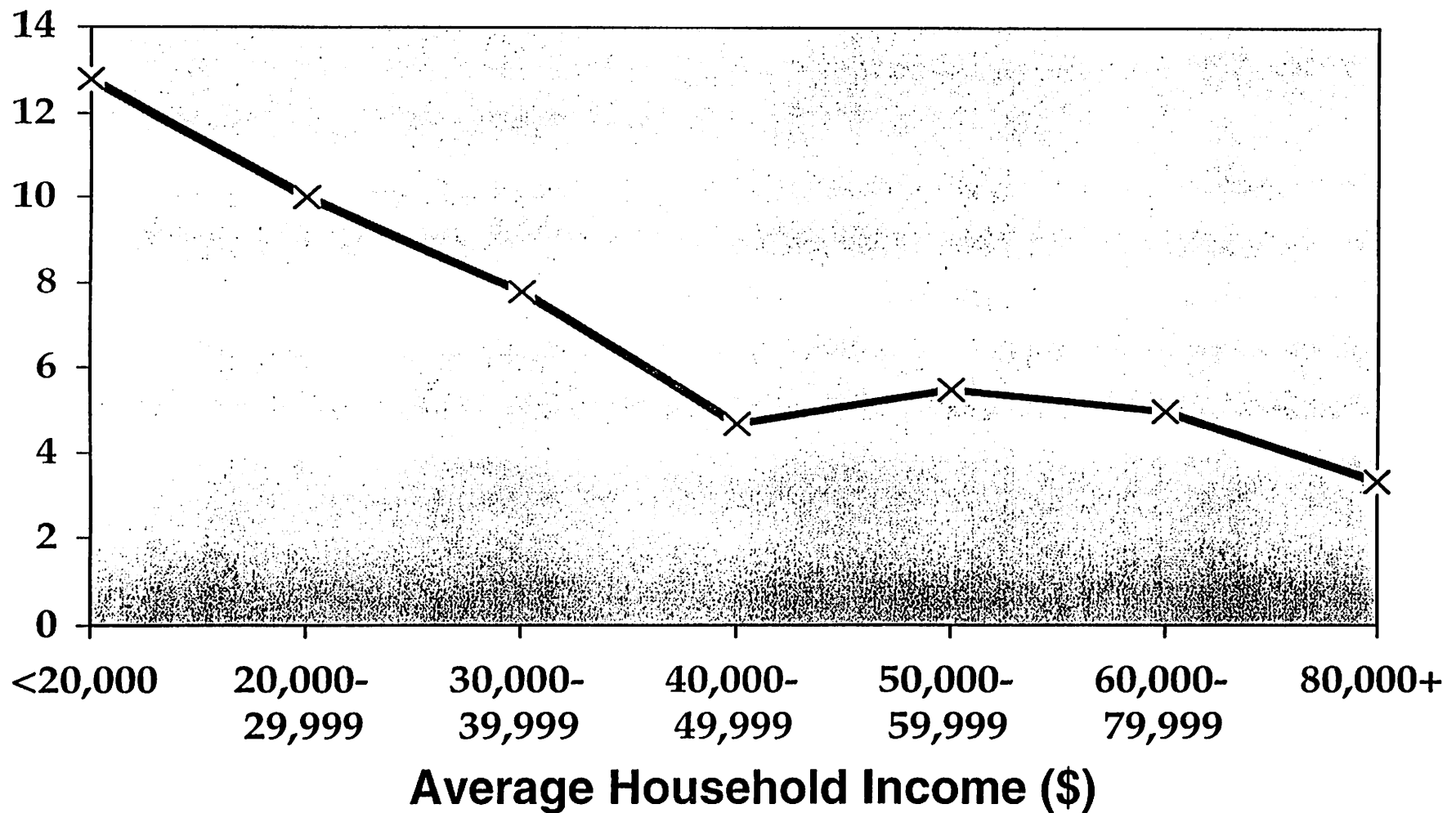
- Formal care has benefits
- Less than 50% of preschoolers participate in formal care

High Income

- Type of care not as influential

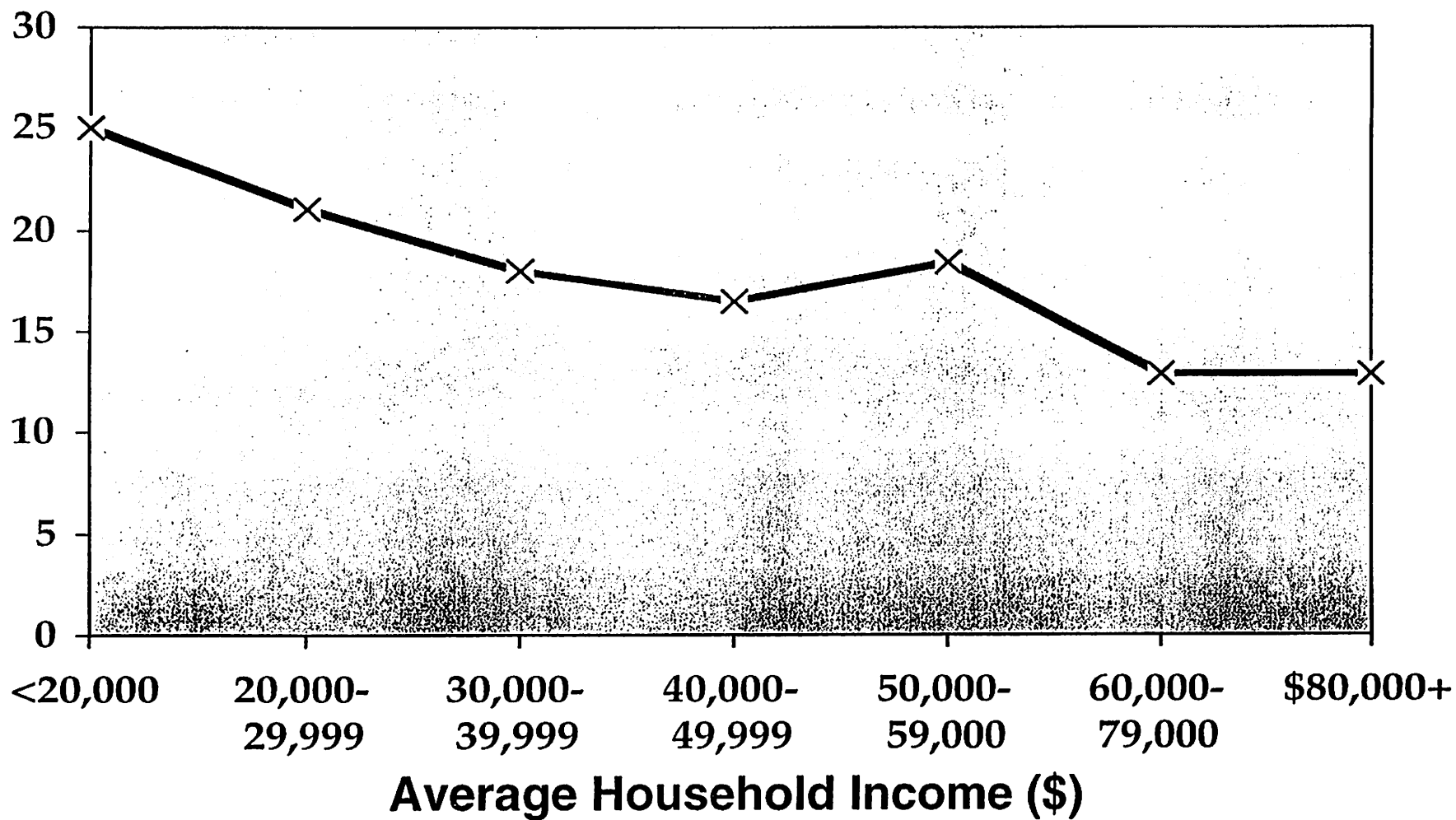
Parents with High Levels of Chronic Stress

Percent



Children Living in Low-Functioning Families

Percent



Children Rarely Participating in Organized Sports

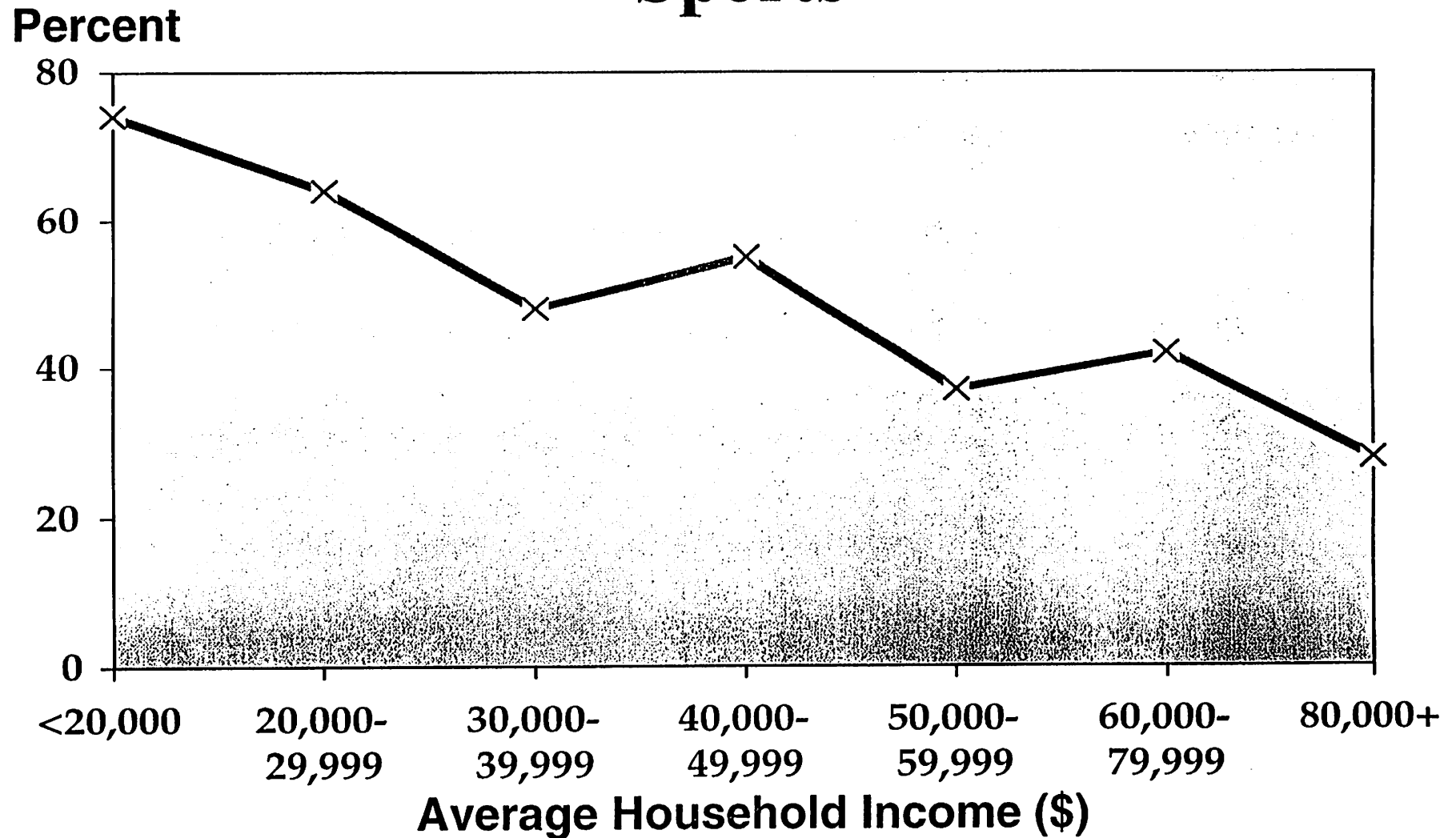
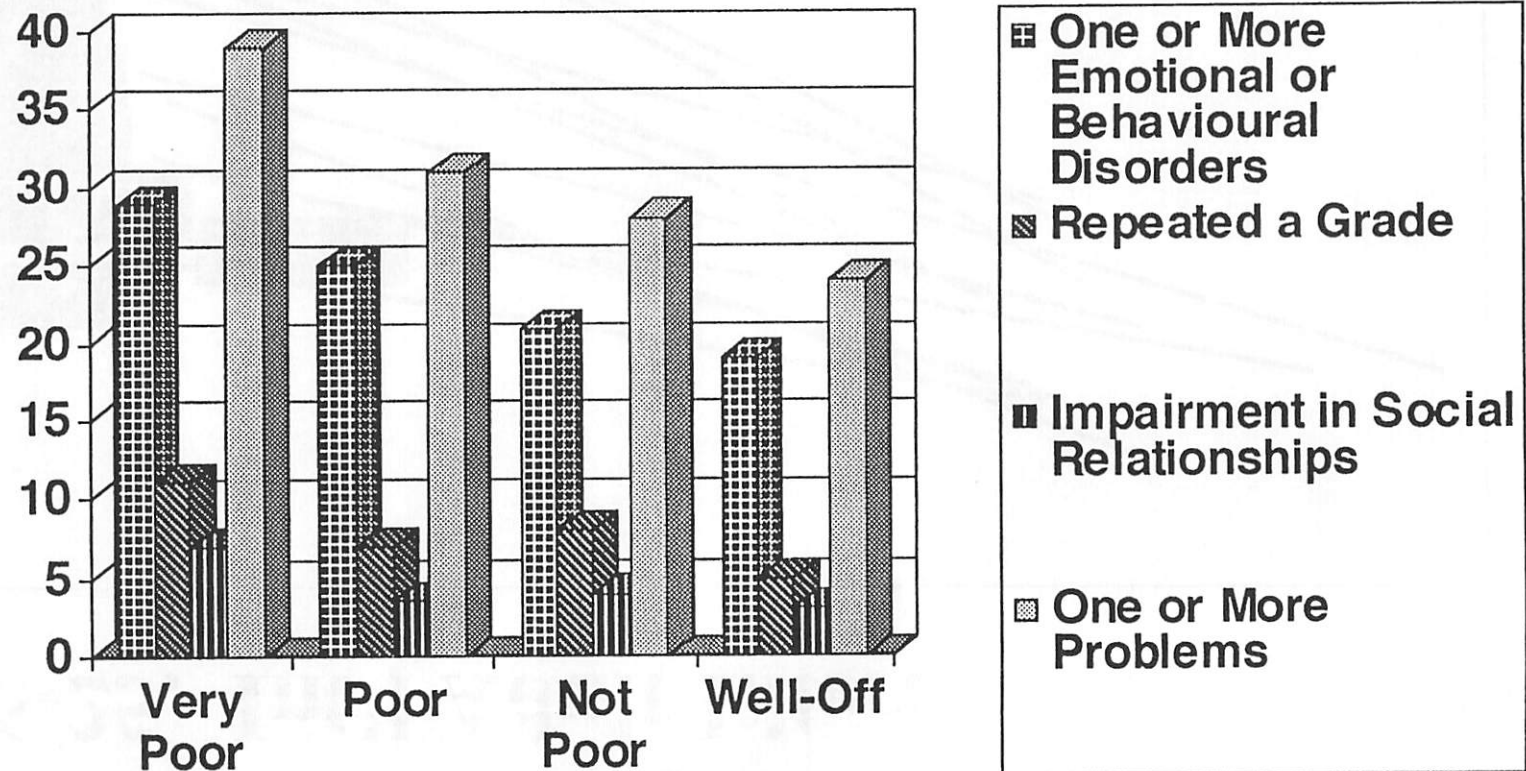
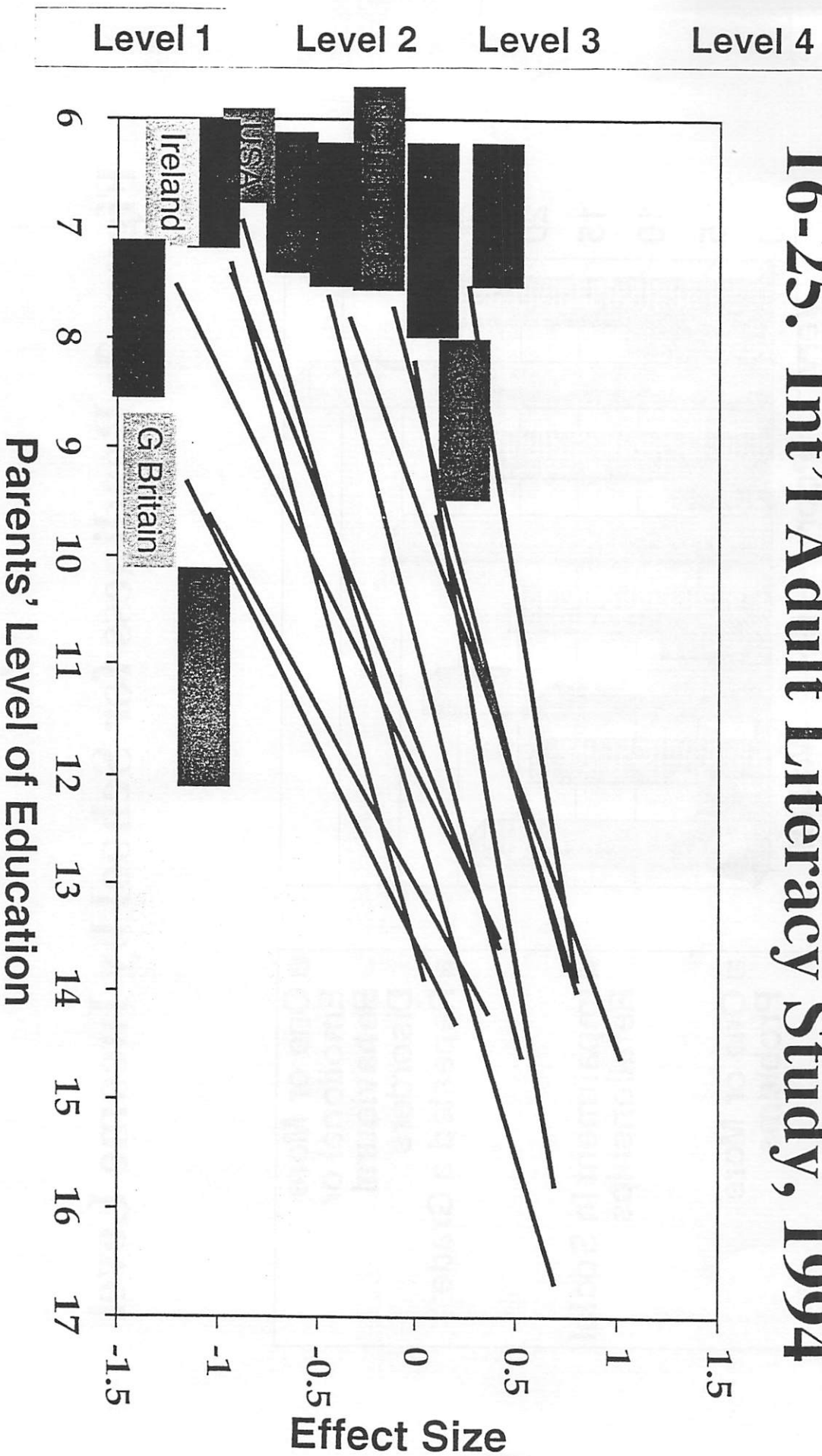


Figure 2: Readiness for School by Income Level



Source: NLSCY

Quantitative Literacy Scores for Youth Aged 16-25. Int'l Adult Literacy Study, 1994



→ proficiency

Table 1: Percentage of those with primary education only who are at each literacy level

	Document Scale			
	Lowest	2	3	Highest
Canada	73.6	15.4	9.7	1.3
U.S.	74.0	18.8	6.3	1.0
Sweden	22.5	38.1	33.2	6.2

	Quantitative Scale			
	Lowest	2	3	Highest
Canada.	69.4	18.5	11.3	0.8
U.S.	66.8	23.2	9.1	0.8
Sweden	21.7	32.0	35.3	11.1

Source: Statistics Canada, 1995

Appendix 6
The Early Years: Investing In Our Future
Handouts

Family Literacy Summer Institute 1999

Part 1 – How Does the Brain Work?

Basic Brain Facts

The Pruning Effect

Part 2 – Protecting Children's Brains

Stress Factors

Protection Factors

Part 3 – Implications

Enrichment

Investing

What Can We All Do?



The Early Years

INVESTING IN
OUR FUTURE

A project of the Early Childhood Educators of BC

The Early Years project is part of a larger movement underway in Canada and the United States to educate and raise public awareness about the importance of early childhood development.

BRAIN FACTS

A child is born with about 100-billion brain cells.

Most of the connections between the brain cells form after birth as a result of the child's interactions with the environment. These connections are called synapses.

Synapses form through experience. When experiences are repeated often enough, the synapses become permanent.

At two years, a child's brain has about as many synapses as an adult's brain. From ages three to ten, a child's brain has approximately twice as many synapses as an adult's brain.

The child's brain produces many more synapses than it will eventually use. By adolescence, the brain starts to prune more synapses that it produces. The child's experiences determine which synapses will be retained.

ENVIRONMENTAL INFLUENCES

Research shows that both nature and nurture are important influences on development. A child is born with certain genetic potential, and the environment shapes how that potential will be realized. Development occurs as a dynamic interaction between nature, the child's biological make-up, and nurture, the environments that the child grows up in.

Jointly funded through the Canada/British Columbia Strategic Initiative Program



Human Resources
Development Canada

Développement des
ressources humaines Canada



BRITISH
COLUMBIA

Ministry for
Children and Families

I AM YOUR



C H I L D

I AM YOUR CHILD is a public awareness and engagement campaign, created by the Reiner Foundation, to help people understand the importance of new brain research and its implications for our children's lifelong healthy development.
<http://www.iamyourchild.org>



Families and Work Institute



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THE FIRST YEARS
LAST FOREVER

I AM YOUR



C H I L D

The New Brain Research
and
Your Child's Healthy Development

THE FIRST YEARS LAST FOREVER

As a mother feeds her child, she gazes lovingly into his eyes. A father talks gently to his newborn daughter as he changes her diaper. A caregiver sings a child to sleep.

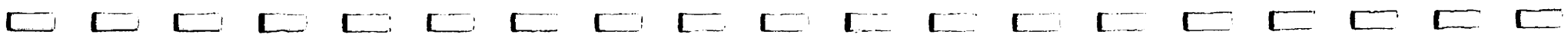
These everyday moments, these simple, loving encounters, provide essential nourishment. Just as their bodies need food to grow, science now tells us that the positive emotional, physical, and intellectual experiences that a baby has in the earliest years are equally necessary for the growth of a healthy brain.

At birth, the infant's brain has 100 billion nerve cells, or neurons. These neurons will grow and connect with other neurons in systems that control various functions like seeing, hearing, moving, and expressing emotion. These systems, activated by repeated experiences, provide the foundation for the brain's organization and functioning throughout life. The absence of appropriate activation results in the lack of development or the disappearance of these connections.

Why should parents and caregivers know about brain development?

The brain is the part of the body that allows us to feel joy or despair, to respond to others in a loving or angry way, to use reason or simply to react. These capacities don't just magically appear—they result from the interplay between a child's heredity and the experiences he or she has during childhood.

At birth, the brain is remarkably unfinished. The parts of the brain that handle thinking and remembering, as well as emotional and social behavior, are very underdeveloped. The fact that the brain matures in the world, rather than in the womb, means that young children are deeply affected by their early experiences. Their relationships with parents and other important caregivers, the sights, sounds, smells, and feelings they experience, the challenges they meet—these don't just influence their moods. These experiences actually affect the way children's brains become “wired.”



In other words, early experiences help to determine brain structure, thus shaping the way people learn, think, and behave for the rest of their lives.

Principles of Brain Development

- The outside world shapes the brain's wiring.
- The outside world is experienced through the senses-seeing, hearing, smelling, touching, and tasting-enabling the brain to create or modify connections.
- The brain operates on a "use it or lose it" principle.
- Relationships with other people early in life are the major source of development of the emotional and social parts of the brain.

How can parents and caregivers make a difference?

Families and caregivers have always known that they are important. The new research on brain development helps to explain why. It shows that children's early attachments have a vital influence on their brain development, and that everyone who cares for young children-parents, family, friends, teachers, child care providers-can make a difference.

Essential to all of these efforts, of course, is a child's basic health and safety. Children need to be well-nourished (with breast milk at first, if possible), and have regular check-ups and timely immunizations. A doctor or nurse should be consulted when children are ill, and the places where they spend time need to be safe and "child-proofed." And when young children ride in cars, they should always be in the back seat and strapped securely into a car seat.

Research in brain development and school readiness suggests the following ten guidelines that can help parents and other caregivers raise healthy, happy children and confident, competent learners:

Promoting Young Children's Healthy Development and School Readiness: Ten Guidelines

- Be warm, loving, and responsive
- Respond to the child's cues and clues
- Talk, read, and sing to your child
- Establish routines and rituals
- Encourage safe exploration and play
- Make TV watching selective
- Use discipline as an opportunity to teach
- Recognize that each child is unique
- Choose quality child care and stay involved
- Take care of yourself

Long Term Benefits

- According to Clyde Hertzman, MD at the University of British Columbia, the period from pre-conception to age five can be referred to as the "investment phase" for child development. Research shows that this period is much more important than we ever realized before. Failure to provide optimum conditions for a child's development during this time makes the developing brain physically different from the brain of children who have been well nurtured, and these differences can have lifelong consequences.

1. Be warm, loving, and responsive.

When children receive warm, responsive care, they are more likely to feel safe and secure with the adults who take care of them. Researchers call these strong relationships “secure attachments,” and they are the basis of all the child’s future relationships. We have always known that children thrive when they feel secure; now we know that children’s early attachments actually affect the way their brains work and grow.

If I just love my child, will that change her brain?

Not exactly. It is the expression of your love-touching, rocking, talking, smiling, singing—that affects how your young child’s brain is “wired” and helps to shape later learning and behavior. Children experience relationships through their senses. Babies experience the way you look into their eyes; they see the expressions on your face; they hear you cooing, singing, talking, and reading; they feel you holding or rocking them, and they take in your familiar smells. Touch is especially important; holding and stroking stimulates the brain to release important hormones necessary for growth.

Research on Attachment

- Klaus Minde, M.D., Professor of Psychiatry and Pediatrics at McGill University has found that meaningful relationships require secure attachments and these are critical to the development of coping skills, competence and trust in the world.

2. Respond to the child’s cues and clues.

Infants can’t use words to communicate their moods, preferences, or needs, but they send many signals to the adults who care for them. Among the cues and clues they send are the sounds they make, the way they move, their facial expressions, and the way they make (or avoid) eye contact. Children become securely attached when parents and other caregivers try to read these signals and respond with sensitivity. They begin to trust that when they smile, someone will smile back; that when they are upset, someone will comfort them; that when they are hungry, someone will feed them. Parents who pay close attention to their children’s needs for stimulation as well as quiet times help them form secure attachments.

But won’t my newborn get spoiled with all of this attention?

You might think so, but studies show that newborns who are more quickly and warmly responded to when crying typically learn to cry much less and sleep more at night.

After all, newborns have just come from a warm, snug place where they could hear and feel the rhythmic beating of their mother’s heart, and where they were never hungry or cold. Before birth, everything was regulated. After birth, when the baby is hungry, uncomfortable, or upset in his new environment, the brain’s stress-response systems turn on and release stress hormones. The baby expresses his distress by crying. When the caregiver responds and provides food or warmth or comfort, the baby tends to be calmed. The stress-response systems in the brain are turned off and the infant’s brain begins to create the networks of brain cells that help the baby learn to soothe himself.

You cannot spoil a newborn baby by responding to his needs.

Caregiving and the Stress Response

- Megan Gunnar, Ph.D., from the University of Minnesota has shown that by the end of the first year, children who have received consistent, warm, and responsive care produce less of the stress hormone cortisol, and when they do become upset, they turn off their stress reaction more quickly. This suggests that they are better equipped to respond to life’s challenges.
- Bruce Perry, M.D., Ph.D., and his colleagues at Baylor College of Medicine have shown that infants and young children exposed to abuse and neglect are more likely to produce a strong stress response, even when exposed to minimal stress.

3. Talk, read, and sing to your child.

Making up stories about daily events, singing songs about the people and places they know, describing what is happening during daily routines-all of these "conversations" give your child a solid basis for later learning.

Why talk or read to infants before they can talk?

It may seem that very young children can't take in what you're saying, but in important ways they do. Infants don't yet grasp the meaning of words, but it is through these early "conversations" that language capacity grows. When babies hear you say words over and over, the parts of the brain that handle speech and language develop. The more language they hear in these conversations, the more those parts of the brain will grow and develop. Talking, singing, and reading to your child is not only important for brain development, but a wonderful opportunity for closeness with your child.

You can read picture books and stories to very young children, even to infants. By about six months, infants show their excitement by widening their eyes and moving their arms and legs when looking at a book with pictures of babies or other familiar objects.

Studies find that the way you read to children makes a difference. Read stories in a way that encourages older babies and toddlers to participate-by answering your questions, by pointing out what they see in a picture book, by telling you what they think will happen next in the story, and by repeating the rhymes and refrains. Telling the same stories and singing the same songs over and over may feel boring to you, but not to children. They learn through repetition. And that doesn't only apply to language.

4. Establish routines and rituals.

One toddler knows it is nap time because his mom sings a song and closes the curtains, as she always does. Another toddler knows it is nearly time for her dad to pick her up because her child care provider gives her juice and crackers. Daily routines and rituals associated with pleasurable feelings are reassuring for children, as caregivers have long known.

Repeated positive experiences, which form strong connections between neurons in the brain, provide children with a sense of security. They also help a child learn what to expect from his environment and how to under-

stand the world around him. Children who have safe and predictable interactions with others have also been found to do better in school later on.

5. Encourage safe exploration and play.

In the first months of life, the parents will be the child's whole world. Interactions between parent and child form the basis of all subsequent learning. As infants grow and are able to crawl and walk, they begin to explore the world beyond their caregivers. Parents should encourage this exploration, and be receptive when the child needs to return to them for security.

Play is equally important as a learning experience. While many of us think of learning as simply acquiring facts, children actually learn through playing. Just watch a toddler at play, and it is easy to see how much he or she is learning.

6. Make TV watching selective.

Television by itself can't teach an infant language, and it can't teach him how to communicate. Studies show that children who learn best in school have families who limit the amount of time they spend in front of the TV and are selective as to the kinds of shows they watch. Very young children are still learning about the difference between what is real and what is pretend. Some TV images strike them as delightful, but many other images can be confusing or even frightening.

Be selective and involved in your children's TV habits. Don't use TV as a baby-sitter. Whenever possible, sit and watch programs together with your child, and talk about what you are viewing.

7. Use discipline as an opportunity to teach.

As children grow, they become capable of even more exploration, discovery, and experimentation. In the process, they often experience more confusion and frustration. At times, their feelings can become very intense.

As children explore their ever-expanding world, they need limits and consistent, loving adult supervision. Studies reveal that the way in which adults provide discipline-which really means to teach-is crucial to their children's later development.

How can I discipline my young child?

Don't expect young children to do what you say all the time. Young children are normally impulsive and will hit, yell, or fall apart at times because their feelings of frustration and anger exceed their ability to control themselves. Helping them learn self-control is a long-term process. It is also normal for children to "test" a rule by breaking it. When you respond in a supportive, consistent way, you are helping your child to feel safe in the world.

Many approaches to setting limits can work, as long as they are intended to help and teach children, rather than to punish them. Keep these ideas in mind:

- Communicate to your child what needs to be done at that moment: "I know you're having fun at the park, but it's time to get ready to go now."
- Redirect your child's attention or activity by using neutral or positive language: "It's not OK to draw on the wall, but here is some paper you can use."
- Say no while maintaining love: "I love you, but I don't love what you're doing."
- Give the reason for your rule: "Don't run with scissors-you might fall and hurt yourself"
- Give limited tasks and be specific in your request: "Please pick up your stuffed animals" (instead of "Please clean up your room").
- Acknowledge children's feelings, but set limits: "I know you're angry, but no biting"
- Help children see how their actions affect others: "Your sister is upset because you pinched her. How would you feel if she hurt you?"
- Help children see how they can use their words to communicate their feelings: "Tell your brother you don't like it when he hits you"
- Acknowledge positive behavior: "You did a good job picking up your stuffed animals. Thank you."

NEVER HIT OR SHAKE YOUR CHILD. Brain research has shown that these forms of "discipline" can have long-term negative effects. Discipline is about learning, and the only things a child can learn from this kind of interaction are fear, humiliation, and rage. And they are far more likely to feel that violence is an acceptable way of reacting. Take a time out for yourself. Count to ten, or call a friend or relative for support. Do not harshly criticize and shame the child. Direct your comments to their behavior, not to who they are as people.

Disciplining your children will inevitably cause moments of disconnection, where they will feel upset by your disapproval. It is important for parents to repair this ruptured connection in order for a child to continue to feel loved and supported. If you feel you have overreacted or disciplined your child in a way that you wish you hadn't, you can tell him that you made a mistake and are sorry.

8. Recognize that each child is unique.

Children have different temperaments: One child is outgoing, while her brother is more bashful and slow to warm up. Children also grow at different rates. Their ideas and feelings about themselves reflect, in large measure, your attitude toward them.

How can I help my children feel good about themselves?

When children master the challenges of everyday life, they feel good about themselves, particularly when you acknowledge their accomplishments with specific praise: "You climbed those stairs all by yourself." When children receive concrete praise, they begin to see the connections between their actions and your response. Parents who are sensitive to their particular child's cues and clues will have children with positive self-esteem.

9. Choose quality child care and stay involved.

Choosing a child care provider is one of the most important decisions families make. Research shows that high-quality child care and early education can boost children's learning and social skills when they enter school. But it is often difficult to decide which programs are good enough.

What should we look for in a child care setting?

To make a good choice, visit and observe how providers respond and interact with the babies and children in their care. Seek a provider who responds warmly and responsively to the baby's needs. Select someone who cares about children, is eager to learn about their development, and will give children individual attention and engage them in creative play and exploration. Find a setting that is clean and safe. Make sure that there are enough caregivers so that your child can get individualized attention. Carefully check the provider's references.

After choosing your child care provider, stay involved. Drop in unannounced occasionally so you can see what your child's world is like during the day. Ask for frequent "progress reports." And don't be afraid to offer constructive suggestions to improve your child's experience. Studies show that the children who achieve better in school have families who stay involved in their care and education.

Child Care

- According to Donna S. Lero, Ph.D. at the University of Guelph, finding and maintaining good child care arrangements is often very difficult for parents, especially if there are few licensed centres for family day care providers in their area and if they do not know the person well they are considering as a care provider. Talking with friends, teachers, and others whose opinion you value can help, so be prepared to spend time and effort in seeking out and deciding among care options.

10. Take care of yourself.

Finally, parents and caregivers need care, too. Taking care of our children is the most important, most wonderful, and often the most challenging job in our society. Because you provide the primary environments for infants and young children, your health and welfare are extremely important. When you are exhausted, preoccupied, irritable, depressed, or overwhelmed, you will probably have a harder time meeting the needs of young children.

When mothers and caregivers get help for depression, children benefit

- Caring for young children can be draining, physically and emotionally. Moreover, many mothers suffer from various degrees of depression after giving birth. When the depression eases in the first six months, children are generally not affected, but Geraldine Dawson, Ph.D., and her colleagues at the University of Washington have found that mothers who are significantly depressed throughout their children's first year and a half are less likely to respond sensitively to their children's cues and clues. This can have long-lasting effects on their babies' development.
- The good news is that when mothers get help and the depression lets up, the impact on the children also lessens-or goes away altogether. Treatment can help both mothers and children.

When you feel overwhelmed, take care of yourself. Reach out and get some help. Family, friends, neighbors, pediatricians, child care providers and others-all can assist you in fostering your child's healthy development and school readiness. And bear in mind that there are many ways to reach this goal. When you make a mistake, as all parents and caregivers do, you have many opportunities to make it right.

The new brain research informs us of the vital importance of the relationship between caregiver and child in the first years of life, and affords us a wonderful opportunity to enrich the lives of our children and help them realize their full potential.

The first years truly last forever.



To obtain additional copies, please contact:

Canadian Institute of Child Health
885 Meadowlands Drive, Suite 512
Ottawa, Ontario, K2C 3N2
Tel: (613) 224-4144
Fax: (613) 224-4145
Email: cich@igs.net
Internet: <http://www.cich.ca>

Appendix 7

Hand, Heart and Mind Handouts

Learning, Caring, and Sharing: An Intergenerational Family/School Partnership

Parenting and Family Literacy Centres

In 1981, Mary Gordon created Parenting and Family Literacy Centres in public schools as a response to the rising tide of academic failure of inner city children. The mandate of the Centres was to positively involve families in the school system before children formally entered kindergarten.

Since then, thousands of parents, grandparents and caregivers have been attending the Centres with their infants to four year olds to share in early learning activities in an attempt to improve later academic success. This "readiness to learn" program ensures children a smooth transition to kindergarten, and for parents, paves the way for long-term positive parental involvement with the school.

The success of the programs lies in the capacity of the school to learn to respect the values, skills, and contributions that the families make in the partnership of educating their children. The strength of the programs is evident in their diversity and generational mixing.

The Parenting Centres have formed the philosophical base of many courses and programs which have developed over the years. They have successfully drawn interest and financial support from both private and public sectors. The main funding of the Centres, however, is from a school board that believes in true partnership with families.

Learning

The school recognizes the parent as the first and most influential teacher of the child. The family literacy and numeracy work of the Parenting Centres is seen as the first step in the continuum of literacy and numeracy learning.

Family Literacy



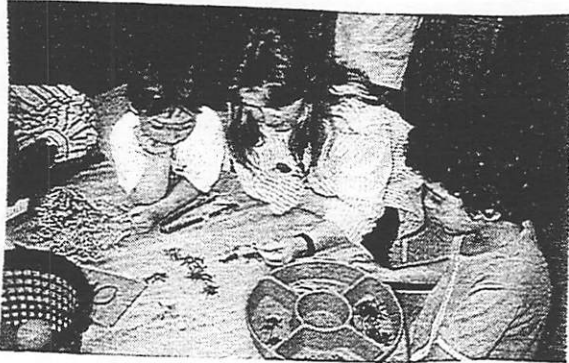
By the age of six children have internalized our values, language and culture. This lucky little girl has learned that both her mom and grandma value reading

Family Numeracy



This two year old learns early math concepts from his grandmother, who cares for him, and has taken numeracy workshops at the Parenting Centre.

Readiness to Learn Materials



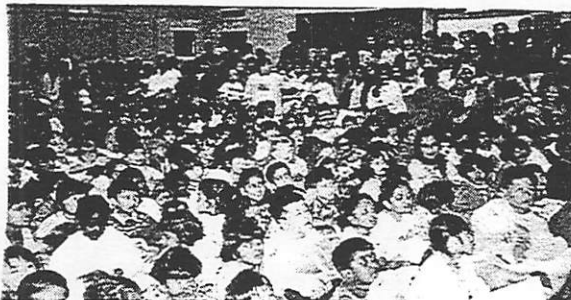
Using inexpensive materials that parents can replicate, the Centres have a store of in-house-designed learning materials. These materials cover the concepts that children need to have in place for success in kindergarten.

Multilingual/Multicultural Book Lending Library



Parents relax as they choose books in the first language of the home. Many of our families have grandparents who only read in their first language (not English). We make sure they have the opportunity to read to their grandchildren.

Teddy Bear Picnic



This evening family literacy event is offered to families with children in the primary grades. Hundreds of children, wearing pajamas, bring their parents to school for fun and stories in many languages. There is also a talk for the parents on the role of the family in the child's literacy development. Teachers join the fun and dress in pajamas.

Toy Libraries



Families choose toys to borrow each week.

Outdoor Family Literacy Programs



Each summer several of our centres set up in parks to offer parenting support, stories, music, and messy art activities.

Parenting Your Infant



First time parents of infants learn to enjoy and understand their babies. Infant massage, exercise, music, and discussion of how their babies learn and grow fill the all too short five sessions.

Parenting Your Toddler



Parents, caregivers, and their toddlers focus on active play, songs, and stories. Toddler's play is videotaped and used as material for the discussion period in which clips are played back that demonstrate typical toddler development and behaviour.

Parenting Your Preschooler



This program encourages parents to bring their infants and children, up to the age of four, for a weekly session of family fun and learning.

Parenting Courses for Families of School Age Children

- Parenting Your 4-8 year old
- Parenting Your 9-12 year old
- Parenting Your 12-15 year old
- Parenting your older teen

Parents gain confidence and competency in their parenting while learning how to support their child as a student. These evening discussion sessions give parents a framework for identifying their child's learning style and temperament, while learning the typical issues of particular ages. Written handouts accompany each session, and a library of parenting books is available to parents. Sessions are offered in languages other than English.

Caring

The child exists in the orbit of the family. The family exists in the reality of the community. The larger the circle of caring for the child, the higher will be the level of trusting people in the community. A caring safe community can be defined by high social trust.

Community Reader Program



Local heroes fill the ranks of literacy giants. School crossing guards, and familiar faces from the community come to school to read to the children and explain how they use reading in their lives.

Reading Buddies



Children from the junior grades come to the Parenting Centres to read to the preschoolers and their families. The more faces that are familiar in the community, the safer people feel.

Roots of Empathy



Roots of Empathy is a classroom program that teaches human development and fosters the development of empathy. A community parent and infant make monthly visits to the class, with additional visits from the Roots of Empathy instructor.

Check it Out

Parents from the Centres, retired principals, and high school students operate a system-wide free clothing depot. Factories and stores donate clothing which is picked up by school transportation. All services are donated, and thousands of needy families use the service each year.

Sharing

Often, poor families feel disempowered because they frequently seem to be on the receiving side. Healthy communities find a way for every member to contribute to the vibrance of the community.

Kindergarten Volunteer Training



The Centres offer parents a course in volunteering in the kindergartens, using the learning materials of the Centre. Students get help from an adult in their first language. Through this initiative, teachers have learned about community, and have come to value the unique contribution that parents can make.

Computers for Everyone

Computers were donated to all Centres. Instruction is volunteered by computer literate parents, grade 8 students, and teachers on their lunch break.

For information on any of the listed programs, contact Founder/Writer, Mary Gordon, Parenting Administrator, Toronto District School Board, 155 College St. 5th floor, Toronto, Ontario, Canada M5T 1P6
tel: (416)393-9618 fax: (416) 397-3831 mary.gordon@tdsb.on.ca

Appendix 8

Write It Down Handouts

I



WHERE?

WHO?

This situation interests me, frustrates me, pleases me:

WHEN?



Other
writers

Other
practition
ers



Page 1
This
situation

I am connected to the people in this situation because

I have strong feelings about this situation because

I need other people to understand the following about my role in this situation

I need to understand the following about my role in this situation

WHERE?

Other
practition
ers

WHO?

WHEN?

Other
writers

*This situation interests me,
frustrates me, pleases me:*

Page 2
I

WHO? Is there when this happens?

How many people? Does it happen more often with more/less people?

How old are the people?

Are they boys? Girls? Men? Women?

What abilities and disabilities of theirs do I know about?

Do they identify as heterosexual? Lesbian? Gay? Transgendered? Bisexual?

What cultural backgrounds are they from?

WHERE?

WHEN?

I

Other
practition
ers

Other
writers

*This situation interests me,
frustrates me, pleases me:*

Page 3
Who

Other writers talk about this in a similar way, except the people they talk about are:

Other writers' work on this interests me because I can see:

I don't want to read what others have written about this topic because

When I go "to the literature," to read what others way, I want to know:

WHERE?

Other
practition
ers

WHO?

WHEN?

I

*This situation interests me,
frustrates me, pleases me:*

Page 4
Other
writers

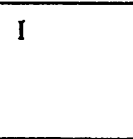
Where does this situation occur?

What is the physical setting like? (Chairs, warmth, seating close/distant, large/small room, many/few rooms)

Who is allowed to use which parts of the space? How do people know and tell each other these rules?

Where do these things *not* happen?

What could happen in this space if _____ was added? If _____ was removed?
What might *not* happen if?



Other
practition
ers

WHO?

WHEN?

Other
writers

*This situation interests me,
frustrates me, pleases me:*

Page 5
Where

I



WHERE?

WHO?

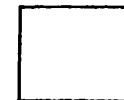
I want to focus my attention on this part of this situation that interests me, frustrates me, pleases me:

WHEN?



Other
writers

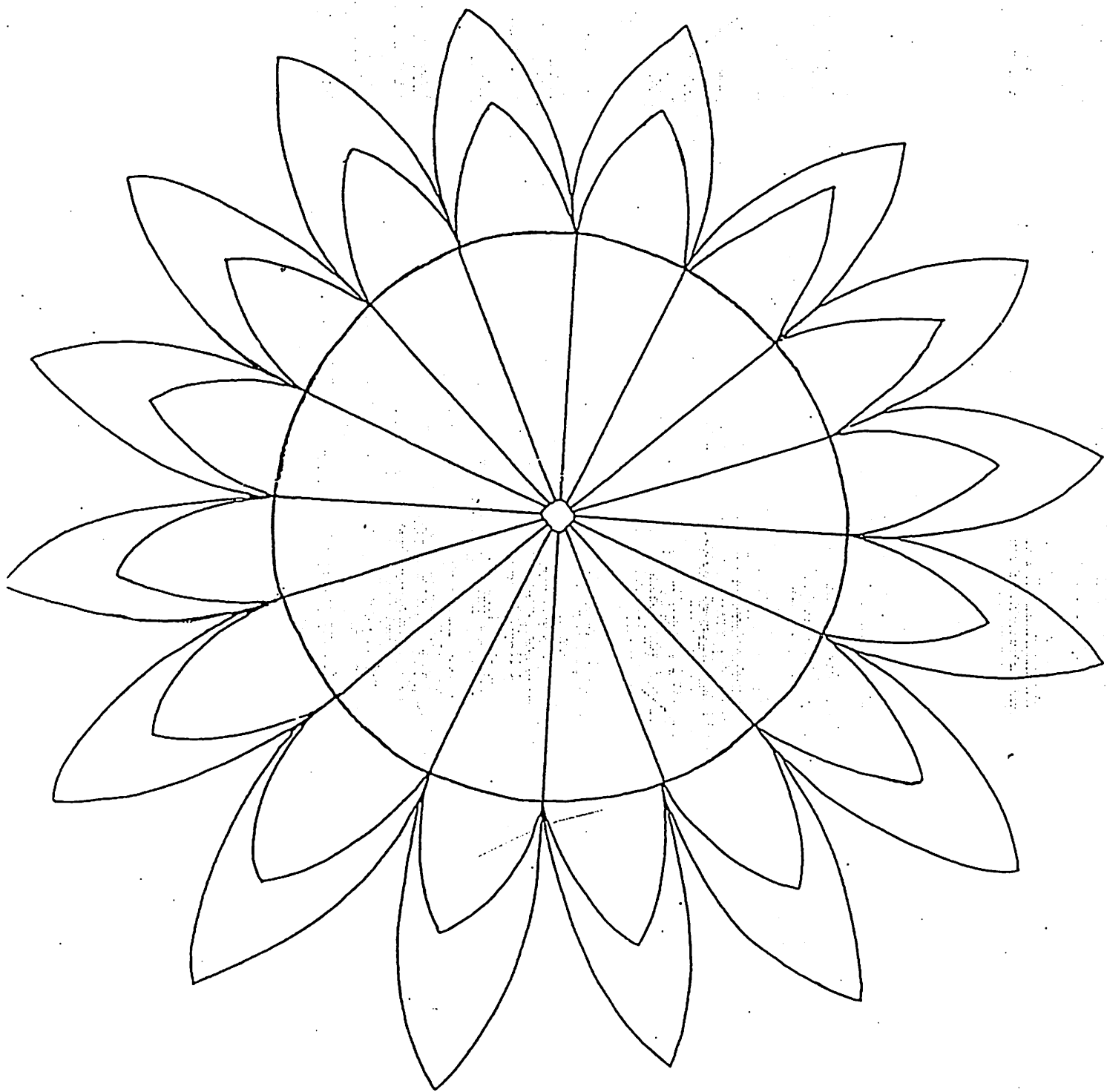
Other
practition
ers



Page 6
Refined
situation

RESOURCE MATERIAL FOR ADULT AND POPULAR EDUCATION

- **A New Weave: A Popular Education Handbook**, by Rick Arnold and Bev Burke. CUSO Development Education, 135 Rideau St., Ottawa, Ont. K1N 9K7.
- **Education for Critical Consciousness**, by Paulo Freire. The Seabury Press, New York, 1973.
- **Pedagogy of the Oppressed**, by Paulo Freire. Herder and Herder, New York, 1972.
- **Freire for the Classroom**, by Ira Shor. Boynton/Cook Publishers, Portsmouth, 1987.
- **A Pedagogy for Liberation**, by Ira Shor and Paulo Freire. Bergin and Garvey, South Hadley, 1987.
- **Training for Empowerment**, by Judith Marshal. International Adult Education and the Doris Marshall Institute, 818 College St. #3, Toronto, Ont. M5G 1C8.
- **Training for Transformation: A Handbook for Community Workers**, by Ann Hope and Sally Timmel, Center of Concern, 3700 13th. St. NE, Washington D.C. 20017, USA.
- **Voices Rising: A Bulletin About Women and Popular Education**. Participatory Research Group, 720 Bathurst St. #500, Toronto, Ont. M5S 2R4.
- **Language and Culture in Conflict: Problem Posing in the ESL Classroom**, by Nina Wallerstein. Addison-Wesley Publishing, Reading, 1993.
- **Making Meaning, Making Change**, by Elsa Auerbach, Delta Systems, 1992.
- **Teaching to Transgress: Education as the Practice for Freedom**, by bell hooks, Routledge, 1994.
- **The NESA Activities Handbook for Native and Multi-cultural Classrooms**. Volume I (Sawyer and Green, 1984), Volume II (Sawyer and Napoleon, 1991) and Volume III (Sawyer and Lundeborg, 1993), Tillicum Library, a division of Arsenal Pulp Press, 100-1062 Homer St. Vancouver, B.C. V6B 2W9.
- **Educating for Change: Community-Based/Student-Centred Literacy Programming with First Nations Adults**. A video and handbook by Carmen Rodríguez. Available from the Association of Aboriginal Post Secondary Institutions (AAPSI), Tel. (604) 987-7721.



NATIVE COMMUNITY-BASED
ADULT EDUCATION:
THE SHIHIYA CASE STUDY

A good Native adult education program has to be owned by the community. It has to be directed by the community, and the community has to know that what comes out at the other end has to be something useful for the community. Because that's the way it will succeed. It has to have that component because adult education is a catalyst for change. It can empower a community to change and develop leaders, develop social workers, develop educators, develop a whole new structure in terms of what's possible . . . It empowers people to change, and that's very important.

—Education co-ordinator for the Shihya Band

The Shihya band is located in the southern interior of British Columbia. In 1976, the education co-ordinator asked me to work with the Shihya Band to develop a truly community-based adult education program for his community.

There was little doubt of the need for such a program. Of the 356 band members, over 40% were between the ages of 15 and 34, and of these only 5 had completed high school. In fact, in the 100-year history of the band, fewer than 10 band members had graduated.

By the time I arrived, the band had already secured funding and arranged an affiliation arrangement with the local community college. As the education co-ordinator wrote in 1978:

It was evident from interaction with the adults that they were not prepared to leave the community to complete grade 10 or 12 . . . I firmly believed that the program had to be operated in our community and controlled by Native people . . . The mechanics of the program were that DIA would provide funding, the college would accredit the students' certificates, and the Shihya Band

administration would administer and control the curriculum and direction of the program. This arrangement allowed for maximum flexibility and the least interference from external agencies.

Based on this arrangement, we began to design a program that would meet the needs of the students involved as well as the community as a whole. We identified six main objectives of the program. It would:

- reflect the realities and needs of the students and their community;
- respect students' cultural and personal integrity;
- provide each student with a positive educational experience regardless of prior success or skill level;
- increase self-confidence and self-respect;
- help students become more confident and able to affect their situation rather than being controlled by it; and
- increase academic skills and provide appropriate credentials.

Two years later, as we looked back over the progress of the program, there was reason to feel we had largely succeeded. In that period, 34 adults, nearly 25% of the entire band membership between 15 and 34, had completed one or both years of the program. Nineteen had received grade 12 diplomas, doubling the number of band members with graduation certificates. More importantly, perhaps, over 90% of all students entering each year completed the program. As the education co-ordinator wrote, "Never before has such a large group in our community stayed together for such a long period of time." Students were able to experience this success in their own community, and almost certainly because it *was* in their community.

This community orientation and group ownership of the program were present from the beginning and were keys to

its success. Students were recruited by band members and by word-of-mouth, and by August 1976 we had over 20 students signed up. Individual interviews were held with each student to establish each individual's personal learning and life objectives. What did they want out of the program? Specifics of the program were discussed, and input as to the content, structure, goals, and methods were solicited. Simple assessment tests were administered to establish a baseline for each student and to ensure appropriate placement and materials selection.

Unfortunately, we had no place to house the program. At last, we were told there was only one building available on the reserve—the church. Abandoned for years, it stood behind the band hall in a clearing in the fir trees overgrown with weeds and untended lilac bushes and bounded by a collapsing pole fence. Inside, it was worse. Windows were broken, dust lay everywhere, the walls were cracked and faded, and the old wood floor was grey and water-stained.

So for two weeks, students and instructors (there were 2 assistants) worked to put the place in some order. Outside, the weeds were cut down, the old lawn mowed, and the fence repaired. Inside, the old pews were moved to the back room. The walls got a new coat of white paint. And with a little money from the band, we bought some bright orange carpeting and laid it over the floor. We turned the small balcony into a library, moved a second-hand couch up the steep stairs, and built bookshelves and stocked them with books we bought from a used bookstore. Some of the students with carpentry skills made plywood tables, which we arranged in a circle. We replaced glass and washed the windows, amazed at how much lighter the interior became, and finally covered the tall arched windows with plastic to keep in the heat. Through our efforts, we had transformed an empty and unused building into a warm and comfortable home for our program.

The students were involved in planning the curriculum and structure of the program as well as creating the physical

space. Hours were discussed so we could accommodate the greatest number of people; ideas about content were discussed and explained; student goals were further examined; barriers to participation were discussed; and solutions to other problems were sought and implemented (e.g., one student's sister was able to babysit another student's children so she could attend, and rides were arranged).

The program itself was designed to transfer as much responsibility as possible for learning and the operation of the classroom to the learners themselves. Our 5-day schedule, planned and discussed each Monday morning, gave us the opportunity to be flexible in order to accommodate special activities and opportunities while giving learners the chance to have input into the organization of time. Class meetings, where we dealt with problems and complaints, were held on a regular basis, usually every Friday afternoon.

The students were a diverse group; reading levels, for example, ranged from below grade 2.0 to above 12.6. Nonetheless, through a process of dialogue, a stress on co-operative learning while providing for individual needs and differences, utilization of themes that were related to the lives and community of the learners, and stressing concrete learning activities, this diversity was accommodated and led to a sense of a real community with people sharing their strengths and ideas. Adult roles and experiences were acknowledged, and all students could interact at the level they were capable of in discussion and group activities. Their skill levels were not seen as a function of capacity or maturity.

Performance increased as people began to perceive that they were not being classified and limited. Expectations for all students were realistic, but they were also challenging. People who in school had found that teachers expected little from them, and performed accordingly, discovered that they were now expected to work to their potential, and as a general rule they responded.

Worth particular note is the way the program integrated

with and was responsible to the community. Reports were given by the instructional staff as well as students at each monthly band meeting, and community members had opportunities to ask about what we were doing and why. Liaison with the band education co-ordinator was maintained on an almost daily basis. Perhaps most important was the way the resources of the community were utilized, and how the program contributed to the community.

For example, in the construction class (students could elect to take construction or typing), students built a large pole building from plans provided by the Department of Agriculture, doing everything from pouring the footings to building the roof trusses. This building became the band shop and garage. Construction students also completed the basement for a house that would become the daycare centre; they built a chicken coop, including the foundation, insulation, and wiring, which was used by the bookkeeping class to raise chickens.

Bookkeeping itself was a totally community-based and student-centred component. In class, we identified about 8 areas that seemed to be feasible in terms of time, resources and interest, and students chose between these. Those we implemented included cooking, band management, Native courtworker aide, poultry raising, and teacher aide. Cooking included the study of nutrition as well as the preparation of meals for band functions and work with an experienced cook in her kitchen in the community. In band management, students rotated between different band administrators, learning practical bookkeeping as well as other skills. Those volunteering their time to work in this apprentice-style arrangement included the band chief, drug and alcohol counsellor, band manager, bookkeeper, education co-ordinator, lands and estates officer, and band works co-ordinator.

The poultry-raising group read material provided by the British Columbia Department of Agriculture and brought in a local expert to speak on keeping a small poultry flock. He also brought a simple set of books, which we studied to learn

the basics of bookkeeping. In addition, we visited a commercial poultry farm and a poultry supply store in nearby communities. After much study, supplies and a flock of 27 chickens were purchased, which involved the entire group negotiating a \$300 loan. Using the coop built by the construction class, we maintained the chickens (e.g., conducting research into the causes of ailments, treating wounds, cleaning and modifying the coop, buying feed and feeding), collecting and selling the eggs to band members, and keeping an accounting of our sales, feed expenses, and loan payments.

The teacher aide component was a valuable experience involving 15 students over 2 years. It placed these learners in classrooms in the public school (at that time, there was no band school), where there was a number of Native students two days a week for several months. The adult students planned with the teachers, presented lessons, and worked with individual students. The project allowed learners to take an active role in the process so many had left as failures and to critique it first-hand. The schools became less intimidating and the participants became more confident. In the end, the students' evaluations, not to mention their mere presence (this was the first time Native adults had ever been in the school on a regular basis), went a long way toward making the school staff more aware of their responsibility to Native people and helping the Native children in the school feel more comfortable. The ABE students did this through their own activity and participation. They had begun to change their world and themselves.

The 3 students who worked with the Native courtworker helped with paperwork and spent considerable time in court. Reports they wrote indicated an increased understanding of how the courts operate and the circumstances that land a disproportionate number of Native people in jail. One student even stood in for the courtworker, who was unable to be in court, at a hearing. As a result of this experience, the student decided she wanted to become a courtworker.

Math, English and social studies were also taught, of course, all with a Native orientation. Literature by and about Native people was read and discussed; Canadian, British Columbia and local Native history was stressed, along with contemporary issues such as land claims and the Indian Act; and in math, a variety of strands were offered that stressed practical hands-on approaches and applications. In all areas, the experiential, community-based philosophy was emphasized. Elders came to the class on a regular basis to share their knowledge of local history and traditional culture. Interviews were also conducted in their homes, and the results reported to the class or written for the newspaper.

The production of the band newspaper was one of several successful English projects that involved the community as a resource and a beneficiary. Students brainstormed various stories in the community (the number and variety of activities occurring in the community discovered through this exercise surprised many), chose topics to research, conducted interviews and wrote stories, edited each other's stories, sold advertising, typed the material in columns, and laid out the pages. Papers were then printed, collated, and distributed to the community. This project was so successful that several graduates continued putting the paper out for several more years on their own.

Field trips and speakers were also an important part of the program. Playwright George Ryga, author of *The Ecstasy of Rita Joe* and *Indians*, two plays we were studying, came to the school and delivered a very successful reading that drew dozens of people from the nearby white community onto the reserve, many for the first time. Poets Tom Wayman and Susan Musgrave also gave poetry readings to large, receptive audiences. Later they helped students with their own writing.

Field trips played a major role in providing concrete experience to learn from, discuss, and write about. Since a major focus of the program was to help people become more aware of themselves, their world, Native culture, and social problems and solutions, it seemed natural that travel and

exposure would figure prominently in the program. Over the 2-year period of the program, trips were taken to Mount Currie (twice), Saskatoon (for the Native American Bilingual/Bicultural Education Conference), Vancouver, southern Alberta, and Nova Scotia, as well as numerous shorter trips to such places as Kamloops, Vernon, and Penticton.

Virtually all these trips were designed to expose students to other Native communities and people, and to show them how Native people all over North America were coping with the same problems and concerns apparent in their own community. In fact, over the 2 years the students spent time in 12 different Native communities from Vancouver to Sydney, Nova Scotia. Each offered something different: in Mount Currie we saw how people can successfully begin and operate their own school system and how this can rejuvenate the entire community; in Nova Scotia we saw how people can hold on to their language and build a strong sense of community despite having small reserves and few resources; in Alberta we saw that big reserves can have big problems, and met some extraordinary people; and in Saskatoon we learned how other Native people across North America are attacking the problem of loss of language and culture. In Vancouver, besides touring a freighter and visiting museums and the University of British Columbia, we toured the Musqueam reserve, visited the Vancouver Native Friendship Centre, ate Native food at the Muk-a-muk, and had a special guided tour of the Native exhibits in the UBC Anthropology Museum.

Our Nova Scotia trip—8 days, including a day and night in Montreal—was certainly our most ambitious trip (although we had tried unsuccessfully to raise enough money to get to Guatemala the year before). Funded through Open House Canada, the Nova Scotia trip took 33 people to Cape Breton Island, where we stayed in 2 Micmac communities and toured the rest of the reserves on the island. Most of the participants had never been in a plane before, let alone travelled to the opposite end of the country. Economic development and

cultural projects were explored, and we were all overwhelmed by the hospitality and kindness shown us. For many participants, this trip helped cement a sense of themselves as members of First Nations communities that, while geographically and culturally diverse, had common interests, strengths and backgrounds. Being a Native person took on new and more positive meaning.

Follow-up to these trips was an important aspect of the overall learning experience. Whether writing essays and journal entries for English or studying relevant Native issues, the concrete experiences of the trips resulted in learning that was richer and more significant. On numerous occasions students acted on their experiences, directly affecting the community. After the first Mount Currie trip, people organized bingo and square dancing and began investigating a band school. This investigation eventually led to the creation of the community school still operating on the reserve. Occasionally students acted individually: after visiting the alcohol rehabilitation centre on the Blood Reserve in Alberta, 2 students returned for treatment.

The holistic approach to adult education described here was designed to develop and strengthen both the affective and cognitive aspects of the learners. Indeed, it is my conviction that with most adult students the two are necessarily reinforcing and can only occur concurrently. While much of this report has emphasized the social dimensions of the program, the academic outcomes are also important to note. Of the 34 students who completed at least one year, all but 2 received an improved grade standing. Some students were able to advance 2 or even 3 grades in one year, while others took 2 years to complete a single year. This continuous progress model worked well and allowed students to establish their own pace and meet their own objectives. Nineteen students completed grade 12, 7 completed grade 11, 5 grade 10 and 1 grade 9. Records showed an often dramatic increase in skills. Reading scores for students completing both years increased by 2.4 years, and those completing one year

showed an average growth of 1.4 years. Of the first 10 who graduated, after being out of the program for one year, one was employed as the band's interim education co-ordinator and playschool instructor, one was working as a full-time teacher aide with the adult education program, another was the band secretary and receptionist, and another was employed as the band carpenter. One student went on to a small business management course in Manitoba, and another graduate became the band's home-school co-ordinator.

This report focusses on a program that terminated almost 15 years ago, and it is difficult to trace all the graduates or the lasting impact the program has had on the community. But it is interesting to note that at a recent meeting with the Shihya Band council, 3 of the 4 councillors were graduates of the Shihya Adult Basic Education Program and the fourth was married to a graduate.

—Don Sawyer

Appendix 10

Planning for Family Literacy Program Development And Sustainability Handouts

Family Literacy Program Planning and Evaluation

Here are a few questions to help stimulate your thinking prior to the July 15 & 16 workshops on Planning Strategically for Family Literacy Program Development and Sustainability. If at all possible, spend a few minutes ahead of time reflecting on the following, as they relate to your family literacy program(s):

1. a.) What planning do you do now? (e.g. making a budget, talking to stakeholders, setting annual objectives)

b.) How does this planning help you in your family literacy work?
2. a.) How are you evaluating now? What are you assessing? (e.g., program processes, customer satisfaction, program outcomes)

b.) How is this evaluation adding value to what you're doing?
3. a.) What information are you currently providing in your program reports?

b.) What does this information say about your program(s)? What kind of picture are you creating? Is this the picture of your program(s) that you want to paint?
4. How do you collect information for your evaluation, reporting, planning? Are these processes user-friendly? Are you getting what you need?

Family Literacy Summer Institute
Planning Strategically For Family Literacy Program
Development and Sustainability

Workshop Agenda

1. Introductions and Expectations
2. Why Plan? Why Evaluate?
Current Approaches to Planning
A Planning Framework
3. Creating a Vision, Model and Business Plan
(Handout and Case Study)
- BREAK
4. Challenges and Applications in Planning
Planning and Family Literacy Sustainability
5. Creating an Evaluation Plan
(Handout and Case Study)
- LUNCH
6. Challenges and Applications in Evaluation
Evaluating and Family Literacy Sustainability
7. Writing Effective Reports
(Handout and Case Study)
- BREAK
8. Writing Proposals That Work
(Handout and Case Study)
9. Overall Challenges and Applications from the Case Study
Practical Strategies for Family Literacy Sustainability
Using The Tools At Home

A Formal Approach to Planning and Evaluation ¹

Typically, more formal approaches to planning and evaluating include the following basic steps:

1. Reviewing the Program Framework
2. Developing the Business Plan
3. Developing the Evaluation Plan
4. Implementing the Plan
5. Evaluating the Results

¹ Adapted from Management and Leadership Development for Program Coordinators, G. Perryman, 1999

Identifying Your Current Approaches to Planning and Evaluation ¹

Planning is a way of helping you reach your goals. It is a “recipe” for action that includes looking at where you are, where you want to go, how you are going to get there, and how you’ll know when you’ve arrived. It is fundamental to the health and life of the work you are doing in family literacy.

The following are some questions to help you think about how you plan right now. Many people who don’t think they plan, are, in fact, doing it all the time. The intent of this workshop is to help you become more intentional and effective in this part of your work.

1. List all the ways that planning and evaluation occur in your program(s) now. Consider things like budgeting, team meetings, staff/volunteer evaluations, advisory committee meetings, program reports to funders and others. All of these are planning tools, although we may not think of them as such.
2. Are your approaches intentional enough?
3. Do they involve the right people?
4. Do they take into account perspectives from diverse people (e.g., clients, other program staff and volunteers, funders, other community agencies and partners)?
5. Do they take into account the changing world of your program?
6. Do they help to build the program team?
7. Do they create the planning outcomes that you are looking for?
8. Are the results implemented? Do the planning processes lead to action?
9. Are the planning and evaluation processes linked together?
10. Do they occur annually?
11. What could you do to improve your approaches to planning and evaluation?

¹ Adapted from Management and Leadership Development for Program Coordinators, G. Perryman, 1999

The Program Framework¹

Every program has some kind of framework, even if it is implicit. The formal framework can be captured by looking at the program's context, vision and model.

Context

There are many reasons why programs are initiated, why they are continued or why they may need to be changed. Some questions to ask before beginning detailed program planning include:

1. Why do we want/did we decide to start this program?
2. What is going on in the world that is relevant to this program? How has the world changed since the program started?
3. Is the program still responding to the initial concerns?
4. Is the program still relevant?

Vision

When a program starts there is usually an initial vision. Along the way, the vision may change, need to be restated. Again, before starting detailed program planning, it is useful to consider the vision(s).

1. What is the vision for the program? Is the program close to its original vision?
2. Are there new dreams?
3. What is going on in the world that relates to the program? How has it changed since the program started?
4. Does the vision still make sense?

¹ Adapted from Management and Leadership Development for Program Coordinators, G. Perryman, 1999

Model

Every program is based on a model of some kind, often implicit. The model consists of the following:

- Statements regarding who the program is designed to serve and how many people it should serve annually
- The goals of the program
- The desired outcomes for the people being served
- The activities that make up the program and the resources (e.g., people, facilities, funding, supplies) required to meet these activities
- The standards that need to be met if the activities are to have effect and the program is to be of the required quality.

In other words, the program is based on a theory, or a set of assumptions. By applying activity X to person(s) Y, outcome Z will be achieved. Before starting detailed planning, it is important to review the underlying model, or assumptions, behind the program. Ask yourselves the following questions.

1. What is the model for this program? Is the program close to the original model?
2. What changes have been made to the original model?
3. What is going on in the world that is relevant to this program? How has the world changed since the program started?
4. Does the model still make sense?

Creating A Business Plan ¹

Once the context, vision and model for the program have been established/reviewed, it is time to prepare a business plan. The business plan lays out what you are going to do over the next year and how you are going to do it. All business plans have a number of key elements, which are itemized below. Under each section, several questions are listed to help in developing that section of the plan.

Goals

1. Does the program have effective goal statements?
2. Is there clarity about the desired program outcomes?
3. Do the goal statements reflect these?
4. Do the goal statements need to change? Why?
5. Do others need to be added to the list? Why?

Priorities

1. Are there specific priorities that need to be accomplished this year? Why?

Program Activities

1. What are the activities need to be/have typically been undertaken?
2. Do they need to change? Why?
3. Do the activities relate to the desired outcomes?
4. Do the goals suggest different activities?
5. Do the priorities suggest new activities?

People

1. What staff and volunteers are needed in the next year? Will there be any changes?
2. Is there a process for listening to staff and volunteer concerns?
3. Are there required changes from a volunteer and/or staff perspective?

¹ Adapted from Management and Leadership Development for Program Coordinators, G. Perryman, 1999

4. Will there be a need to recruit new staff or volunteers?

Marketing

1. Will current marketing efforts suffice?
2. Are sufficient numbers of participants being attracted to the program? Why?
3. Are the desired kinds of participants being attracted to the program? Why? Why not?
4. What new marketing activities might be tried?

Research

1. How is information collected on the activities, participants, outcomes, ...?
2. Is the information useful? Accurate? Relevant?
3. Are the information collection systems working?
4. Is there a need to carry out specific research project over the next year?

Evaluation

1. How will the program be/has it been evaluated?
2. Is there an approach to listening to participant perspectives?
3. How are the results of the evaluation to be/being used?
4. Do funders want a specific/different kind of evaluation?
5. Do the evaluation processes need to change?

Administration

1. What administrative systems (e.g., financial management, human resource management, facility management) are required for the program? Are they working?
2. Is there a need to change the existing systems?

Resources

1. What resources will be needed to carry out the planned activities? (e.g., staff, volunteers, facilities, program supplies, administrative elements, budgets)

Revenue Development

1. What revenues will be required? From what sources?
2. What needs to be done to ensure these revenues?
3. Who is responsible?
4. Is there a contingency plan, if some revenue source fails?

Timelines

1. What does the calendar for the next year look like?
2. What needs to be done by when?
3. What are the priorities within the next year?

Creating The Evaluation Plan ¹

The evaluation plan lays out how you are going to assess what has been accomplished in the program. There are many reasons you may want or need to carry out a program evaluation. For example:

- Your organization or the funder requires it.
- Program staff want to know if their goals are being met.
- Participants have been expressing dissatisfaction and/or are leaving the program.
- You want to make improvements in the program.

An evaluation could be primarily descriptive, aimed solely at building a picture of activities over the past year. Most evaluations, to be useful in delineating accomplishments and helping with future planning, involve some form of assessment. In order for this to happen, there need to be benchmarks against which the program's accomplishments can be measured.

Benchmarks

Three kinds of benchmarks are frequently considered in evaluations:

1. Goals and outcomes
2. Priorities set in previous planning sessions
3. Standards (These usually reflect best practices in program delivery.)

Goal Statements

One of the key challenges in creating a useful program evaluation is to ensure that program goals are written in such a way that it is possible to measure progress towards them. There is a strong tendency to write goal statements that either use fuzzy words such as "promote" and "strive for", focus more on activities than the desired results, or are so broad that they are unattainable.

Effective goal statements are:

- Results or outcome oriented
- Realistic and attainable
- Specific and measurable
- Linked to timelines and personal responsibilities
- Coordinated with each other

¹ Adapted from Management and Leadership Development for Program Coordinators, G. Perryman, 1999

Success Indicators

For each goal or benchmark, we also need to consider:

1. What are the indicators for showing that the benchmark has been met? These are what are commonly called success indicators.
2. What information needs to be gathered for each indicator?

Participation in the Evaluation

It is important to be clear about who needs to be involved in the evaluation. Three types of involvement should be considered.

1. Whose perspectives need to be considered in evaluating the program (e.g., staff, volunteers, participants, funders, community partners)?
2. Who needs to be involved in designing and/or carrying out the evaluation process (e.g., staff, volunteers, advisory committee members, Board members, peers from related services/ programs, participants, etc.)?
3. Who needs to receive the evaluation report? Why? What are they looking for?

Gathering the Information

Three types of information are usually gathered for evaluative purposes.

1. People's perspectives (e.g., participants, staff, volunteers, funders, referral agencies)
2. Descriptive materials useful for building a picture of the past year
3. Facts about the program (e.g., outcome measures, numbers of participants, types of participants, staffing issues, revenues, costs, etc.)

Information can be collected in several different ways:

- Surveys
- Interviews
- Focus groups

Surveys are most useful for reaching large numbers of people. To be meaningful and to ensure a reasonable rate of return, they need to be kept simple. As a result, surveys can only gather broad perspectives.

Interviews are labour intensive, and can only be used to reach a small group of people. Their biggest advantage is the richness of the information gathered.

Focus groups are a middle ground between surveys and interviews. They have an additional advantage in that they promote dialogue among the stakeholders.

Assessment practices and tools should be user-friendly and participant-centred.

Interpreting and Understanding the Information

Once the information has been gathered, you will need to pull a group of people together to actually evaluate the program on the basis of what has been learned. A possible agenda for such a session might look like this.

1. Introductions and Expectations
2. Participants' Own Perspectives of the Program
 - Accomplishments over the past year
 - Changes over the past year
 - Program strengths
 - Program weaknesses
3. Reviewing the Information Gathered and Testing Out Participants' Perceptions
 - Reviewing the information
 - Pulling out issues, strengths and weaknesses
 - Descriptive material about the program
 - Other people's perspectives about the program
 - Facts about the program
4. Pulling Out the Conclusions
 - Accomplishments
 - Strengths
 - Weaknesses
 - Issues
5. Problem Solving and Action Planning
 - Enhancing strengths
 - Resolving weaknesses
 - Responding to the challenges

Report Writing What's In A Good Report?

There are two different kinds of reports you are likely to have to prepare for funders.

- Progress reports (monthly, quarterly, mid-project, etc.)
- Evaluation report

Progress Reports

Progress reports should contain information specifically requested by the funder. Typically, that might include:

- Numbers of participants served
- General information on the kinds of participants the project is reaching
- Project activities and accomplishments to date
- Interim outcomes
- Any difficulties experienced to date in implementing the project

For some funders, it may also include an interim financial report.

Evaluation Reports

The evaluation report is usually prepared at the end of the project, or for ongoing programs, every one to three years. The report's form will depend upon the purpose of the evaluation and the audience reading it.

A formal evaluation report for a funding agency should include:

- Cover Letter
- Title Page
- Table of Contents
- Terms of Reference and Methodology, including who was involved, when and how information was gathered
- Summary of Findings
- Conclusions and Recommendations
- Appendices including evaluation instruments used (e.g., questionnaire, interview schedule), detailed data (if applicable)

An informal evaluation report might only include:

- Tabulated data
- Few lines on how the data was interpreted
- Summary remarks of the findings
- Special findings – strengths and weaknesses
- Copy of the questionnaire or interview schedule used

Proposal Writing For Success¹

Proposal writing is a form of marketing – marketing an idea. The goal is to catch the imagination of the potential funder so they will say “YES” to your concept. You must help the reader see clearly what you want to do, why it is important and how it will make a difference. In order to be able to do this, you first need to do your planning for the project/program² and determine how you will evaluate it.

It is useful to keep several things in mind when writing a proposal for a project, program, product or service. The following questions will help in getting at them.

1. Have we done the needed planning for the project/program before beginning to write the proposal?
2. What information does the funder require in the proposal?
3. Has all the information been included? Is there too much information, information that is not needed or adds no value to the proposal? (Remember, the reviewer probably has a lot of proposals to go through. Extraneous material is a waste of your time and theirs.)
4. What criteria will the funder use to assess the merit of the proposal?
5. Has the proposal been written in such a way that it is clear how the concept fits the criteria by which it will be evaluated? (Every funder will have certain criteria by which they measure proposals. It is critical that you know what those criteria are and speak to them in your proposal.)
6. Does the proposal tell an interesting story, paint a clear and inviting picture?
7. Does the proposal show what the project/program will accomplish? How it will make a difference?
8. Are all key community partners onside with the concept? Will they be involved in planning and implementation?

¹ Adapted from Fundraising for Non-Profit Groups, J. Young and K. Wyman, 1996

² The term project is used from hereon, throughout this document, to refer to either a time-limited project or an ongoing program.

Proposal Outline

Funding proposals typically consist of the following components:

1. Introduction

This is the section of the proposal where you tell who you are. More often than not, proposals are funded on the basis of the reputation or connections of the applicant organization or its key personnel rather than on the project's content alone.

This section includes:

- How you got started and why
- How long you have been around
- Some of your organization's most significant accomplishments. If new, then some of the accomplishments of key people involved with the proposal.
- What support you have from other organizations, partners, prominent individuals

2. Project Rationale (Why?)

This section is vital. If it's not convincing, a funder will stop reading. You may think that the project is needed and would be valuable. Your job here is to define the need and describe that need well enough to convince someone else of its value. The key to writing a convincing rationale is to put your issue in perspective with other social issues, and to show why and how it affects many people. Include in this section:

- The need for the project in concrete and meaningful terms. Use statistics to back this up.
- Why your group is suited to do the project (e.g., organizational competencies, links with community partners). Make a logical connection between your organization's background and the needs/issues the project proposes to address.

3. Project Objectives (What?)

An objective is a specific measurable outcome of the project – what you hope to accomplish.

Objectives should flow naturally from the project rationale. Focus your objectives on what difference you want to make, what changes are expected to occur as a result of the project. (i.e., the project's end product, how many people will benefit and how). These objectives are ultimately the criteria by which you will evaluate the project in future.

Objectives need to be:

- Specific and concrete
- Measurable
- Results-oriented

4. Project Description/Methods (How?)

The project methodology tells how you will bring about the results you want to achieve. It outlines the activities you will conduct to accomplish your objectives.

In describing the methods you will use, you need to:

- Be specific about the activities
- Indicate why you have selected these methods, above others you might have chosen
- Tell why you think they will work

Showing that you are familiar enough with your field to be aware of different models for addressing the issues you identified, and showing your reasons for selecting the model that you have, gives a funding source a feeling of security that you know what you are doing, and adds to your credibility.

5. Schedule (How long?)

Break the project down into phases and indicate how long each will take. Show the schedule in numbers of weeks or month.

6. Evaluation (What results?)

Evaluation can serve two purposes:

- To determine how effective the project is in reaching its objectives
- To provide information needed for future improvements

In this section you explain how you will evaluate the project. By doing this, you are making a commitment to funders. As mentioned above, measurable objectives set the stage for an effective evaluation.

Note also that evaluation begins at implementation, not at the end of the project. Information needs to be collected along the way, so you have something to work with later.

To ensure integrity of the evaluation, it is important to bring information in from the outside and to involve a diverse group of stakeholders in the process. See separate handout on Evaluation Planning.

7. Budget (How much?)

It is important that the cost of a project be reasonable and realistic. Once you have drafted the budget, step back and take a long hard look at the cost in relation to the project and the issue. That's exactly what a potential funder will do, and unless it makes sense, the project will not get funded.

The biggest challenge of budgeting is being accurate, and that takes research, unless you are familiar with current prices.

7. Budget (How much?) (continued)

Do not pad the budget. Funding administrators will spot it at a glance.

Make sure staff salaries are consistent with market value for required qualifications.

Be sure you include all project costs in the budget. General budget categories include: salaries and benefits, office costs, and project costs. Make sure you include things like project staff salaries and benefits, salary time for project supervision and management, consultant/contract fees, volunteer expenses, postage, fax/phone, courier, copying, printing, rent and utilities, office supplies, travel, bookkeeping (if the budget is over \$30,000), promotion and contingency.

8. Personnel (Who?)

This section describes who will be involved with the project.

Include a profile(s) of the person(s) (i.e., staff and volunteers) who will carry out the project, giving educational qualifications and relevant experience. You need to convince funders that you have or can find the personnel to complete the job.

Provide information about how the project will be directed/supervised.

Include information regarding any community partners that will be participating in the project and how they will be involved. Partners are increasingly important in getting funding nowadays. It is essential to involve other relevant stakeholder organizations in your project as much as possible. Funders expect organizations to work cooperatively and create synergies from their overlapping interests and competencies. Also, indicate other community support for the project in this section.

9. Future Funding

This is the last section of your proposal, but by no means the least important. Increasingly, funding sources want to know how you will continue your program when their grant runs out. This is irrelevant for one-time only projects. But if you expect to continue your project after the first year(s) of funding, you will need to outline here how you plan to do this.

A promise to continue looking for alternate sources of support is not sufficient. You must present a plan that will assure the funding source, to the greatest extent possible, that you will be able to maintain this new program after their grant has been completed. (See Draft Family Literacy Standards, Funding Standard, p. 18, Saskatchewan Literacy Network, June 1999.)

Planning Strategically for Family Literacy Program Development and Sustainability

A Case Study

Sandy Lockhart had been excited about her idea for some time. Now, several other people were enthusiastic too.

Sandy, the Literacy Coordinator in Dawson Creek, had just come from a meeting she had arranged to discuss possibilities for family literacy development in isolated, rural communities in the region.

This past summer, not long after arriving in her new position, Sandy had conducted a survey of 200 families in several small communities within 1-2 hours driving distance of Dawson Creek. She had also run focus groups consisting of parents, library staff, community college representatives and community service folks in eight different isolated communities including Hudson Hope, Chetwynd, Tumbler Ridge, Mackenzie, Pouce Coupe, Moberly and two in Alberta (Beaver Lodge and Spirit River).

Results of the survey were crystal clear. Rural families were craving new resources to support and help strengthen their involvement with their kids and their kids' learning. There just wasn't enough available where they lived and it was too complicated to get to Dawson Creek with the children for organized activities there.

Parents' comments from the survey, and particularly from the focus groups got Sandy thinking. What if someone could go to where families are living in these and other small communities, and take resources to them? She already had discussed the idea with Elsie Puschinski, the children's librarian at the Dawson Creek Public Library. Elsie fully supported the idea and suggested that Sandy arrange a meeting of others who might be interested. So she did.

Ten people showed up at the meeting, including representatives from South Peace Community Resources, Dawson Creek Child Development Centre, Northern Lights Community College, Nawican Friendship Centre, Fort St. John Women's, the Dawson Creek School District, the regional Arts Council and the Dawson Creek Rotary Club.

Before the meeting, Sandy had done her homework. She not only had summarized the results of the research. She had also talked with people from different parts of B.C., who were doing things similar to those she thought would work for the North. She had spoken with Lil Mack in Williams Lake about the Rural Summer Outreach project, Susie Safford from University College of the Cariboo about Alligator Pie, Lori McKeown from Campbell River about the Campbellton Parent/Tot Reading Program and Brenda Fredrick at Okanagan University College about the Co-op Family Reading Program.

After talking with these folks, she had put together a one-page concept paper, which she distributed a week before the meeting to all ten participants, with a brief cover letter.

At the meeting, Sandy provided some more background on her research from the summer, and spoke to the concept paper. Everyone was interested. There were lots of questions and suggestions about what could be done to make the project successful. Many of those who attended wanted to help take the idea forward. A sub-committee was struck to do the planning work for the project and develop an evaluation plan. They would bring this back to the whole group for feedback and discussion. Then the project proposal would be written up.

Family Literacy in Rural Communities Near Dawson Creek

Concept Paper

Introduction

Results of a survey of 200 families conducted this Spring in ten small outlying communities within one to two hours drive of Dawson Creek, and of focus groups held in Hudson Hope, Chetwynd, Tumbler Ridge, Moberly, Mackenzie, Pouce Coupe, Beaver Lodge and Spirit River, revealed the following:

- Families in small communities are less likely to access parenting and learning supports for their pre-schoolers, due to lack of ready availability of supports and distances from regular programming.
- Parents indicated an interest in learning more about how to support their young children's learning and ways to make it interesting.
- Parents want to know more about resources (e.g., reading material, play activities, games, crafts) that are available for their pre-school children, and how to access them more effectively. Although parents usually know about some of the above, both the scope of their knowledge about, and their ability to access, these resources is limited.
- Due to travelling distances in rural communities and the lack of formal services, pre-school children have few opportunities for group developmental activities such as reading, stories, organized games and crafts. Parents believe these kinds of activities would be good for their children and for themselves.

Suggested Activities

- Two-hour sessions one morning each week for 8 weeks during the summer in ten rural communities, included the two surveyed in Alberta.

First Hour

- Combined activity for parents and pre-school children, with facilitator, engaged in reading, storytelling and talking together about the books/stories.

Second Hour

- Parents, with adult educator, discussing information on children's literature, developmental reading activities, creative problem solving/parenting issues.
- Children's program with crafts, games and physical learning activities.
- Resource materials created for parents (e.g., Read Aloud Guide, StoryTelling Tips)

Appendix 11

Best Practices In Family Literacy
Forum Agenda

Best Practices in Family Literacy Forum

July 13 & 14, 1999

AGENDA

Day One: What is Family Literacy?

- Introduction
- Defining "Family Literacy"
- Classifying Family Literacy Work
- Exploring Family Literacy From Multiple Perspectives
- Family Literacy: Intervention or Empowerment?
- Examining Family Literacy Programs, Models and Practice from Provincial, National and International Perspectives

Provincial Perspective:	Leona Gadsby Vicki Grieve Jennifer Cliff-Marks
National Perspective:	Saskatchewan Mary Gordon (Ontario)
International Perspective:	US and UK

Day Two: Developing a BC Framework of Principles and Standards of Good Practice in Family Literacy

- Reflecting on Issues and Trends
- Clarifying Our Philosophy
- Examining the Saskatchewan Model of Best Practices in Family Literacy
- Reflecting on the Saskatchewan Model and Identifying a Framework Suitable for BC
- Identifying Key Topics for the Development of Best Practice Standards
- Developing a Provincial Framework
- Identifying Next Steps?

Facilitator
Debbie Purton, Literacy Specialist
Saskatchewan Literacy Network

Preparing for the Two-Day Forum

To facilitate lively and thoughtful discussions during the two-day forum, please give some consideration to the following:

1. What is your personal understanding or definition of "family literacy"?
2. How would you describe or classify the type of family literacy work that you are currently involved in?
 - Based on Ruth Nickse's four program models: direct adult, direct child; direct adult, indirect child; indirect adult, direct child; or indirect adult, indirect child.
 - Based on the location of the family literacy program, i.e. home-based, school-based, library-based, health centre-based, etc.
 - Based on the type of family literacy work being undertaken, i.e. reading circles, book bags, home visits, parenting and literacy sessions, etc.
3. What perspective(s) do you bring to the family literacy best practices forum? (parent, funder, program facilitator, health perspective, etc.)
4. What are the key elements of a quality family literacy program?
5. What issues and challenges do you face in the family literacy work that you are doing?
6. What trends are emerging in family literacy work?

It may also be helpful to review the information included in your conference package:

- What is Family Literacy?
- Directory of Family Literacy Programs and Services
- Good Practice Statements (Thomas, 1989)
- Family Literacy Standards (Saskatchewan Literacy Network)
- Guidelines for Family Literacy Programs (International Reading Association)
- Alberta Good Practice Philosophy

Family Literacy: Intervention or Empowerment?

Statements for group reflection and discussion:

1. School success begins in the home. Family literacy programs are important because parental support is the key to children's success in school.
2. Parents or other caregivers should support their children's literacy development by helping with homework and making special time in the day to focus on reading and writing. Family literacy programs should provide parents with concrete training for home tutoring.
3. The most important way that parents can support their children's literacy development is by reading to them.
4. Family literacy programs should include the teaching of positive parenting skills.
5. Family literacy programs should encourage parents to value literacy and promote positive attitudes toward it.
6. Family literacy program staff should start by learning about participant's own literacy practices and beliefs.
7. One of the most important ways that parents can support their children's literacy development is by integrating literacy into the daily life of the family and using it to accomplish their own tasks.
8. Family literacy programs should focus on parents' concerns, whether or not those are directly related to children's schooling or literacy development.

Source:

"Which way for Family Literacy: Intervention or Empowerment?" by Elsa Roberts Auerbach in *Family Literacy: Connections in Schools and Communities*. Lesley Mandel Morrow (Ed). New Brunswick, New Jersey: International Reading Association, 1995.

Appendix 12

Correspondence with Facilitators, Participants and Community Organizations

June 16, 1999

Dear Colleague:

Literacy BC is hosting a Family Literacy Summer Institute at Simon Fraser University, July 12 to 16, 1999. Family literacy practitioners and coordinators in BC, as well as others, who have an interest in the field, will attend the institute.

We will be offering a two-day forum on Best Practices in Family Literacy on Tuesday, July 13, and Wednesday, July 14. This interactive forum will address the need to develop a BC framework of principles and standards of good practice in the family literacy field.

The forum will provide you with an opportunity to learn more about family literacy programs and services in the province, as well as share ideas, network with colleagues, and lay the foundation for future partnerships. We encourage you to have your organization represented at the forum, in order to ensure your voice is heard.

One of the outcomes of the forum is to produce a document of Principles and Standards of Good Practice in Family Literacy. This document will be available from Literacy BC in early autumn.

For further information, or to register, please contact Literacy BC.

Yours truly,

Jean Rasmussen
Project Coordinator

June 28, 1999

Dear Colleague

I am writing to confirm that you are registered for the 1999 Family Literacy Summer Institute.

Please find enclosed maps of Simon Fraser University and the Greater Vancouver region. Guest parking for participants staying on campus will be arranged at the time of check in. The rate is \$4.50/day. The Visitors Parking lot, for day participants, is located in the West Mall Complex (see darker purple area on SFU map). A special group rate of \$4.50/per car, per day has been arranged. Please notify attendant when exiting that you are with Literacy BC's Summer Literacy Institute.

Registration

Check in and registration for those staying on campus will take place on Sunday, July 11, between **3 pm and 9 pm**, in the lobby of McTaggart-Cowan Hall (P18 on SFU map). If you are planning to arrive later than 9 pm please call me ahead of time to make arrangements. Please note that Literacy BC will not cover meals for Sunday July 11 or Saturday July 17.

Registration for those not needing accommodation will take place Monday, July 12 between **9 am and 10 am**, in the Halpern Centre, room 126 (G36 on SFU map). An information package including classroom numbers and location, participant contact list, meal debit cards (campus eateries and operating hours) and weeklong agenda will be handed out at the time of registration.

Townhouse Accommodation

Summer Institute participants staying on campus will be housed four people to a townhouse. Each townhouse includes four bedrooms (single beds), two bathrooms, a partially equipped kitchen (toaster, kettle, refrigerator and stove – no pots, pans, cutlery or dishes) and livingroom. **Linens, pillow, towels, and soap provided - bed making and towel exchange daily.**

If you have any questions or need further information please do not hesitate to contact me. Looking forward to seeing you in July.

Sincerely,

Jean Rasmussen
Project Coordinator

1999 FAMILY LITERACY SUMMER INSTITUTE
JULY 12-16
SIMON FRASER UNIVERSITY
BURNABY CAMPUS

Welcome everyone to the 1999 Family Literacy Summer Institute! Hope you had a great trip. Here is some additional information you may find useful.

- Contact number for **emergency messages only** while staying at SFU is **604-291-4503**. For any other messages please give Literacy BC's toll free number 1 800 663-1293 or 604 684-0624 (for out of town guests). I will be in touch with the office on a regular basis and will pass on messages when received.
- **Laundry facilities** are located in Kitimat House between units #45 and 55. The cost is \$0.75 for a washer and \$0.50 for a dryer. To access the laundry room, you press a code: #1 and #3 together and then #2, 5, 4 separately. If you need change and laundry soap (\$0.80), go to the McTaggart-Cowan Hall Accommodation office between 8:00 am and midnight.
- **Athletics facilities** are located beside the West Mall Complex in the Chancellor's Gym. A \$3.00 day pass gives you access to the pool, two weight rooms, squash court, basketball and volleyball courts (eight or more people). Please check pool and gym hours.
- **Transportation information** can be attained by calling 521-0400. The SFU 135 or 35 bus will take you downtown and to Stanley Park. It leaves approximately every 15 minutes. The 145 bus will take you to the Lougheed Mall where there are movie theatres and a Safeway grocery store, which is open from 8:00 am to midnight, seven days a week. On Sunday, the mall is open from 12:00 pm to 5:00 pm. The 144 bus will take you to the Metrotown Mall and Skytrain station.
- **Medical needs:** The non-emergency number is 291-4615. For emergencies on campus, call 291-3000 (24 hours). For off-campus emergencies, call 911.
- A **pay phone** is located in the townhouse complex at the north end of Chilcotin House near unit #12 as well as beside the Accommodations office in McTaggart-Cowan Hall.
- **Bank machines** are located in the Maggie Benston building and on the 2nd Floor of the West Mall Complex near Raven's Cafeteria.

Have a wonderful time at the Institute.
Warm regards

Jean Rasmussen
Family Literacy Summer Institute Project Manager

PLACES TO EAT WITH YOUR PIPERCARD

Raven's Cafeteria- West Mall Complex, 2nd Floor

8:00 am – 4 pm Monday

7:30 am – 4 pm Tuesday to Thursday

7:30 am – 3 pm Friday

Closed Sat. and Sun.

Bistro (just outside Raven's)

9 am – 8 pm Mon.-Thurs.

9 am – 2:30 pm Friday

Closed Sat. and Sun.

MacKenzie Cafeteria- Academic Quadrangle, 3rd Floor (east)

7:30 am – 7 pm Monday to Thursday

7:30 am – 4 pm Friday

For those staying Friday night we can arrange a catered meal once we know the numbers.

Closed Sat. and Sun.

Mountain Top Deli- next to MacKenzie Cafeteria

11 am – 2:30 pm Mon. – Fri.

Closed Sat. and Sun.

Orient Express- next to MacKenzie Cafeteria

11 am – 1:45 pm Mon. – Fri.

Closed Sat. and Sun.

Please note that the Highland Pub- in the Maggie Benston Centre will be closed for the entire summer.

June 30, 1999

Name
Address
City, Province

Dear _____

I am writing to confirm that you are registered in the following workshop(s) at the 1999 Family Literacy Summer Institute.

Workshops: Best Practices in Family Literacy Forum and Planning Strategically for Family Literacy Program Development and Sustainability (Thursday, July 15th).

Please find enclosed a map of Simon Fraser University. The Visitors Parking Lot, for day participants, is located in the West Mall Complex. A special group rate of \$4.50/per car, per day has been arranged. Please notify attendant when exiting that you are with Literacy BC's Family Literacy Summer Institute.

If you have any questions or need further information please do not hesitate to contact me. Looking forward to seeing you in July.

Sincerely,

Jean Rasmussen
Project Coordinator

**1999 Family Literacy Summer Institute
Workshop Facilitator Contract**

June 30, 1999

Name _____
Address _____
City, province _____

Dear: _____

I am writing to confirm that your workshop entitled _____ will run date _____ time _____ at Literacy BC's 1999 Family Literacy Summer Institute. **Location:** Simon Fraser University, Halpern Centre, room _____ (see G36 on enclosed SFU map).

We would appreciate copies of agenda, syllabus, and any materials used in your workshop prior to, or on the day of the workshop. We would also like permission to include the above, as well as notes and evaluations in our final report.

Literacy BC will pay the agreed upon fee of _____ in exchange for the above services.

If you are in agreement with the above information, please sign below and fax to Literacy BC (604) 684-8520, attention: Jean Rasmussen.

Facilitator

Thank you in advance. Looking forward to seeing you in July.

Sincerely,

Jean Rasmussen
Project Coordinator



1999 Family Literacy Summer Institute Seminar Facilitator Contract

June 30, 1999

Name
Address
City, Province

Dear: _____

I am writing to confirm that your seminar entitled _____
will run date _____ time _____ at Literacy BC's 1999 Family Literacy Summer
Institute. **Location:** Simon Fraser University, West Mall Centre
Room _____ (see L26 on enclosed SFU map).

We would appreciate copies of agenda, syllabus, and any materials used in your
workshop prior to, or on the day of the seminar. We would also like permission
to include the above, as well as notes and evaluations in our final report.

Literacy BC will pay you the agreed upon fee of _____ in exchange for the above
services.

If you are in agreement with the above information, please sign below and fax
to Literacy BC (604) 684-8520, attention: Jean Rasmussen.

Facilitator

Thank you in advance. Looking forward to seeing you in July.

Sincerely,

Jean Rasmussen
Project Coordinator

July 21, 1999

«FirstName» «LastName»
«Title»
«Company»
«Address1»
«Address2»
«City», «Prov» «PostalCode»

Dear «FirstName»,

Thank you for your participation in last week's Family Literacy Summer Institute. We appreciate the valuable contribution you made to our discussion of family literacy. The feedback we received from participants was very positive, as you will see from the evaluation forms which are being mailed to you.

We are anxious to complete the final report on the Institute as quickly as possible, while the information is fresh in everyone's mind. As a reminder, the items we need are:

- Agenda (if applicable)
- Syllabus
- Lecture notes
- Handouts

Please mail this material to us, as we need clean copies to reproduce for the final report. We want to give as complete a picture as possible of what was discussed at the Institute, so please have this material to us no later than August 3, 1999. What is not received by that date will not be included in the final report.

As a professional courtesy, when we have compiled your material with the recorder's notes, and comments from the evaluations, we will fax a copy to you for sign-off. You should receive this material on or about July 30, 1999, and if we do not hear from you by Aug 9, we will assume there are no changes required to your portion of the report.

One final request - if you have any outstanding expenses from the Institute, please submit them as soon as possible.

Thank you again for making our Institute a success.

Sincerely,

Jean Rasmussen
Project Coordinator

601-510 West Hastings Street, Vancouver BC V6B 1L8 Telephone: (604) **684-0624** Facsimile: (604) **684-8520**
Toll free in BC: **1-800-663-1293** e-mail: literacy_bc@douglas.bc.ca Internet: www.nald.ca/lbc.htm

July 20, 1999

«FirstName» «LastName»
«JobTitle»
«Company»
«Address1»
«Address2»
«City», «Prov» «PostalCode»

Dear «FirstName»,

Well, we all survived the 1999 Family Literacy Summer Institute! Our bodies are a bit tired, but our brains are brimming with new ideas that we're going to think about, our hands are itching to implement the new ideas we heard about, and our hearts are full of fond memories of the new friends we made. All in all, it was a very productive week!

Thank you for making the Institute a success. It could not have happened without your valuable input.

If you did not have an opportunity to fill out the evaluation forms for any of the workshops, or the Institute overall, we would really appreciate it if you could fax those in as soon as possible. As we mentioned at the Institute, this information is very valuable to us when planning future events.

It was wonderful to meet all of you. I look forward to seeing you at future events. Please find enclosed your receipt for the Institute, where applicable.

Sincerely,

Jean Rasmussen
Project Coordinator

Appendix 13

Workshop/Seminar/Forum/Institute
Evaluation Forms

1999 Family Literacy Summer Institute Workshop Evaluation

Workshop/Seminar Title:

Facilitators:

Date:

Please complete the evaluation below. Your feedback is very important to us.

1. Overall rating of the workshop:

Excellent	Good	Average	Poor
1	2	3	4

2. The workshop facilitator(s) was knowledgeable about the topic(s):

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5

3. The workshop facilitator(s) encouraged discussion and participation:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5

4. The workshop facilitator(s) used a variety of activities in the workshop:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5

5. The material presented will be useful to me:

Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	2	3	4	5

6. Things I found particularly useful or stimulating were:

7. Suggestions for improvement (eg. facilitator's style, content of workshop, activities, facilities and equipment, etc.)

7. What next steps would you like to see from here?

1999 Family Literacy Summer Institute EVALUATION FORM

Section One: Summer Institute Organization

Please rate each of the following. Please note that a space is provided at the end of this section for your comments.

Poor 1	Fair 2	Good 3	Very Good 4		Excellent 5	
1.	Pre-Institute Publicity		1	2	3	4 5
2.	Accessibility of Information		1	2	3	4 5
3.	Registration Process		1	2	3	4 5
4.	Confirmation		1	2	3	4 5
5.	Registration Desk		1	2	3	4 5
6.	Facilities for Sessions		1	2	3	4 5
7.	Accommodation		1	2	3	4 5
8.	Meals		1	2	3	4 5
9.	Parking		1	2	3	4 5

Comments on Organization:

Section Two: Structure of Institute

1. Did the Institute meet your expectations? In what way(s)?

2. Did the Institute provide an opportunity to extend family literacy networks? In what way(s)?

4. Would you attend another Summer Literacy Institute in the future?
- Yes No
- Why/why not?
5. What topics would you like to see addressed in the future?
6. How will you use the skills/knowledge gained, as a result of the Institute, in your work?
7. Name one or two goals you now have for yourself as a family literacy practitioner?
8. The **most** useful aspect of the Summer Literacy Institute was:
9. The **least** useful aspect of the Institute was:
10. What improvements would you suggest?
11. Additional comments:

Appendix 14

Participant/Facilitator Contact List

1999 Family Literacy Summer Institute Participants/Facilitators Contact List

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Appendix 15

Letters of Appreciation

1999 Family Literacy Summer Institute EVALUATION FORM

Section One: Summer Institute Organization

Please rate each of the following. Please note that a space is provided at the end of this section for your comments.

	Poor 1	Fair 2	Good 3	Very Good 4	Excellent 5	
1. Pre-Institute Publicity				1 2 3	4 5	
2. Accessibility of Information				1 2 3	4 5	
3. Registration Process				1 2 3	4 5	
4. Confirmation				1 2 3	4 5	
5. Registration Desk				1 2 3	4 5	
6. Facilities for Sessions				1 2 3	4 5	
7. Accommodation				1 2 3	4 5	
8. Meals				1 2 3	4 5	
9. Parking				1 2 3	4 5	5 - Not applicable

Comments on Organization:

Excellent organization. Carefully looked after every detail.

Section Two: Structure of Institute

1. Did the Institute meet your expectations? In what way(s)?

Yes. Good source of information & networking.
High levels of energy and interest. Powerful keynote presentation. Set the tone. All workshops worthwhile.

2. Did the Institute provide an opportunity to extend family literacy networks?

In what way(s)?
* shared information
* forum for discussion
* exchange of resources, addresses etc.
* renewed level of interest.

4. Would you attend another Summer Literacy Institute in the future?

Yes

No

Why/why not?

(If possible. I don't live in B.C. so, attending events is not always possible)

5. What topics would you like to see addressed in the future?

* Developing interprovincial networking strategies
* Sharing ideas on sustainability. Success stories
* Partnering with non-literacy groups. How to increase

6. How will you use the skills/knowledge gained, as a result of the Institute, involvement in your work?

Presenting concerns to funding sources
Providing information to people not familiar with family literacy

7. Name one or two goals you now have for yourself as a family literacy practitioner?

Looking for possible partnerships outside the literacy community.
Sharing what I know about family literacy with my colleagues

8. The most useful aspect of the Summer Literacy Institute was:

The energy of the coordinator that set the pace for the Institute facilitators & members of the literacy community

9. The least useful aspect of the Institute was:

Limited access to a telephone. On second thought that might be the most useful aspect. Couldn't get incoming calls. Almost like a retreat for out of town people

10. What improvements would you suggest?

None. I just loved it!

11. Additional comments:

Great work!

350 West Georgia St.
Vancouver, B.C.
Canada V6B 6B1



Vancouver Public Library

July 16, 1999

Ms. Jean Rasmussen
Family Literacy Summer Institute Project Manager
Literacy BC
601-510 West Hastings Street
Vancouver, B.C. V6B 1L8

Dear Jean,

May I take this opportunity to congratulate you and the Literacy BC team on this week's successful Family Literacy Summer Institute. Connecting with others that share a passion for, and interest in, *family literacy* provided us all with the rare opportunity to share ideas and experiences. This was an invaluable exercise which educated and inspired us all with new ideas from diverse perspectives.

We share a common commitment to advocating for *family literacy* and will continue to work to raise the level of awareness to it's vital role in the health our communities and success of our children.

Many thanks.

Sincerely,

Betty Chapin

Betty Chapin
Youth Services and Programming
Vancouver Public Library

RECEIVED JUL 20 1999

P.S. I am very keen to continue training for our children's librarians with Mary Gordon & Clyde Hertzman. Let's talk soon!

Janice



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Your thoughtfulness
is very much
appreciated. Love
Robin

Robin

Thank You Very Much.
We Had A Great Week.
Stephen

Jean :



Kody

You're the queen of hospitality!

Thanks!

Shae

Thanks so much
for welcoming
us so warmly!
Jody

Thank you Jean for all
of your hard work & details
which made this week so
comfortable & worthwhile.
-Have a Great Summer!
Love, Jennifer



Fort St. John Literacy Society

BOX 6196 FORT ST. JOHN, BC V1J 4H7 Phone (604) 787-6225

July 26/99

Hi Jean ~

Here's the photos - hope they're useful.

Don't add it on those final reports - and
enjoy your holidays when you finally
get them!!

I enjoyed the institute - you did a
great job!

Michelle Whens

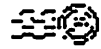
Jean,
Thank-you for the
work you've put into the
Family Literacy Conference. It's
easy to see you've worked hard
at putting it all together so
quickly. I have enjoyed meeting
everyone. And I can truly say
I got what I came for.
I learned!

Maxine Budgett
LLIAN

Happy Valley Goose Bay
Labrador.



Thursday, July 22, 1999 4:19:54 PM
Family Literacy Item



From:  Betty Knight

Subject:

To:  Family Literacy

Hi Jean

I'd like to thank you again for all the hard work you did to make the Family Literacy Institute so wonderful! The presenters were great and I know I came home with lots of new ideas and information.

Have a great holiday Jean! You deserve it!

Betty

Appendix 16

**National Children's Agenda
Overheads and Article**

NATIONAL CHILDREN'S AGENDA

Presentation Materials for BC Partners Interested in Children

May 1999

What is the National Children's Agenda?

Initiative to create a broad, society-wide vision on how to improve the well-being of children

**Led by Governments (federal, provincial and territorial),
*but***

**Intended to include all segments of society:
communities, employers, societies, voluntary groups**

**NCA *is not* for discussion of specific government programs.
Governments are proposing a vision for Canada's children
which can guide all of our actions.**

Governments are proposing an approach which:

- **emphasizes partnerships among governments, communities, voluntary groups and employers**
- **prioritizes development of common ground for a long-term social vision**
- **recognizes the NCA as a national initiative that supports and is strengthened by the ongoing work of communities and governments**
- **is consistent with the Social Union Framework Agreement**
- **includes national Aboriginal organizations**
- **contains a commitment to measure progress & share best practices**
- **leaves the door open for further action once NCA vision is established**

Public Environment

■ Experts, NGO's and Advocates

- have been generating considerable interest in children's issues, especially early childhood development, parenting and child poverty-
- many groups are eager to start discussing creation of a NCA
- efforts are underway to push Canada to make its 2000 budget a "children's budget"

■ In British Columbia

- The First Call Advocacy Coalition has launched a "Spotlight Campaign on Children & Youth" with message similar to NCA.
- United Way of Greater Vancouver has a focus on child development

■ General Public

- the well-being of children continues to be a high priority for Canadians with the majority of Canadians wanting their governments to focus more policies on helping families.
(Southam News-COMPAS poll, November 1998)
- parents know their role is important and want to know more about how to be effective. (Invest in Kids Foundation poll, January 1999)

Overview of the NCA Process to Date

Children's issues identified as priority by First Ministers: June 1996

Work on the NCA first began in January 1997, led by the F/P/T Ministerial Council on Social Policy Renewal

First Ministers “reaffirmed their commitment to new cooperative approaches to ensure child well-being - (agreeing) to fast track work on the agenda [NCA] through the Ministerial Council on Social Policy Renewal.”

(First Ministers' Meeting, December 1997)

On May 7, 1999 the Council launched a public dialogue process on the development of a shared vision for a National Children's Agenda

The public dialogue will focus on discussion of two papers:

- ***A National Children's Agenda: Developing a Shared Vision***
- ***Measuring Child Well-Being and Monitoring Progress***

“Developing a Shared Vision”

Core elements of the Vision paper include:

- **Context**
- **Vision**
- **Values**
- **Goals**
- **Opportunities for action (analysis)**
- **Importance of tracking progress**
- **Aboriginal perspective**
- **Summary of related F/P/T initiatives**
- **Developmental stages and environmental influences**

BC MCF led the work on Vision Paper with Health Canada

“Developing a Shared Vision”

VISION: What do we want for our children?

Canadians want their country to be one where all children thrive in an atmosphere of love, care and understanding, are valued as individuals in childhood and are given opportunities to reach their full potential as adults.

Respected and protected from harm, children will grow up to respect and protect the rights of others. Valued, nurtured and loved, they will grow up able to contribute to a society that appreciates diversity, supports the less able and shares its resources.

Given the opportunity to develop their physical, intellectual, emotional, social and spiritual capacities to their fullest, children will become tomorrow's successful and enthusiastic parents, caregivers, workers and citizens.

VALUES: What do we believe about our children?

- **We respect the voices of all children and recognize their inherent worth**
- **We believe in protecting children's best interests**
- **We believe we can support children by supporting parents and families**
- **We understand the value of working together**
- **We believe in reflecting the diversity of our country**
- **We honour Canada's Aboriginal traditions**

GOALS: What do we hope to achieve?

- **Good Health (physical, emotional, and spiritual)**
- **Safety and Security**
- **Success at Learning**
- **Social Engagement and Responsibility**

What can we do to meet our goals?

- 1. Support the role of parents and strengthen families.**
- 2. Enhance early childhood development.**
- 3. Improve economic security for families.**
- 4. Provide early and continuous learning experiences.**
- 5. Foster strong adolescent development.**
- 6. Create supportive, safe and violence-free communities.**

These areas for action are based on the analysis of developmental stages and environmental influences which suggests “windows of opportunity”.

Examples of related government actions are included in an appendix.

Measuring and Monitoring

Measuring / Monitoring Paper:

- **proposes an approach to measuring and reporting on child well-being**
- **explores ways to share effective practices**
- **asks for feedback as part of the public dialogue process**

**BC MCF led the work on this paper with
Human Resources Development Canada**

Measuring and Monitoring

Track Progress of Canada's children by monitoring:

- **Outcomes at key stages of development**
 - **Examples**
 - birth weight, health status
 - readiness to learn
 - incidence of abuse / neglect
 - social development
- **Key environments**
 - **Examples**
 - family structure, parenting
 - parental socio-economic status
 - community cohesion, safety
 - clean environment
- **Incremental approach - build on existing data, current efforts**

Measuring and Monitoring

Sharing Effective Practices:

To share successes as we make progress:

- **develop ways of identifying and reporting effective practices**
- **improve access to information on successful initiatives**
- **explore mechanisms for reporting results**

Public Dialogue

Individual Canadians and organizations interested in children are invited to communicate their views on a NCA Vision.

Events hosted by F/P/T governments -

- **Launch of discussion papers**
- **Regional Roundtables for reps. of interested organizations (BC - Yukon roundtable in Vancouver on June 8)**
- **Regional focus groups of randomly selected individuals**
- **Synthesis roundtable in Ottawa in September**
- **National Aboriginal Organizations to be funded to undertake national dialogue with Aboriginal peoples**

BC Government staff will inform their partner organizations and discuss at Aboriginal policy tables.

Public Dialogue

Individuals can provide views by contacting:

**National Children's Agenda
10th Flr, 280 Albert Street
OTTAWA ON, K1P 5G8**

1-800-361-6392

www.children-enfants.org

Next Steps

Governments will gather the views of organizations and individuals over the summer months.

In the fall of 1999, Governments will issue a revised vision that reflects the views received through the public dialogue.

Focus on...New Developments in Family Literacy

National Children's Agenda

Federal and provincial governments have joined together to develop a comprehensive, long-term strategy to improve the well-being of children.

Children's issues were identified as priority at a First Ministers Conference in June, 1996, and responsibility for a National Children's Agenda was given to the Federal-Provincial-Territorial Council of Ministers on Social Policy Renewal.

The **National Children's Agenda (NCA)** is led by governments but is intended to include communities, voluntary groups, employers and the general public. The NCA supports the critical and primary role that parents, families and the community play in the lives of children.

The Council has now released a discussion paper called, *A National Children's Agenda: Developing a Shared Vision*, to launch a national discussion about what we, as a society, want for our children.

Another NCA paper, called *Measuring Child Well-being and Monitoring Progress*, explores

ways in which people and governments can measure the progress of our children and share effective practices.

The NCA has developed four goals that reflect the emerging common ground among those interested in child development.

Good Health: Raising children who are as physically, emotionally and spiritually healthy as they can be, with strong self-esteem, coping skills and enthusiasm

Safety and Security: Meeting children's basic needs (food, shelter, clothing and transportation), protecting children from abuse, neglect, discrimination, and exploitation, and providing support from caring adults

Success at Learning: Creating opportunities for children to reach their potential for physical and social development, language skills, literacy, numeracy and general knowledge.

Social Engagement and Responsibility: Making sure that children can form stable attachments to nurturing adults when they are young and develop strong, supportive

relationships within and outside their families.

Family Literacy Project Coordinator
Jean

Rasmussen attended a regional roundtable discussion with other B.C. partners in the NCA on June 8.

To move forward with the National Children's Agenda, governments are also asking for your comments.

Contact the National Children's Agenda (NCA) toll-free number (1-800-361-6392) for a copy of the two NCA discussion papers or download from the NCA website:
www.children-enfants.org

The toll free line will be operative for your feedback until the middle of August.

You can also contact :
Gavin Brown
Ministry for Children and Families
Phone: (250) 387-1944
Fax: (250) 356-5988
E-mail: gfbrown@ssrv.gov.bc.ca

